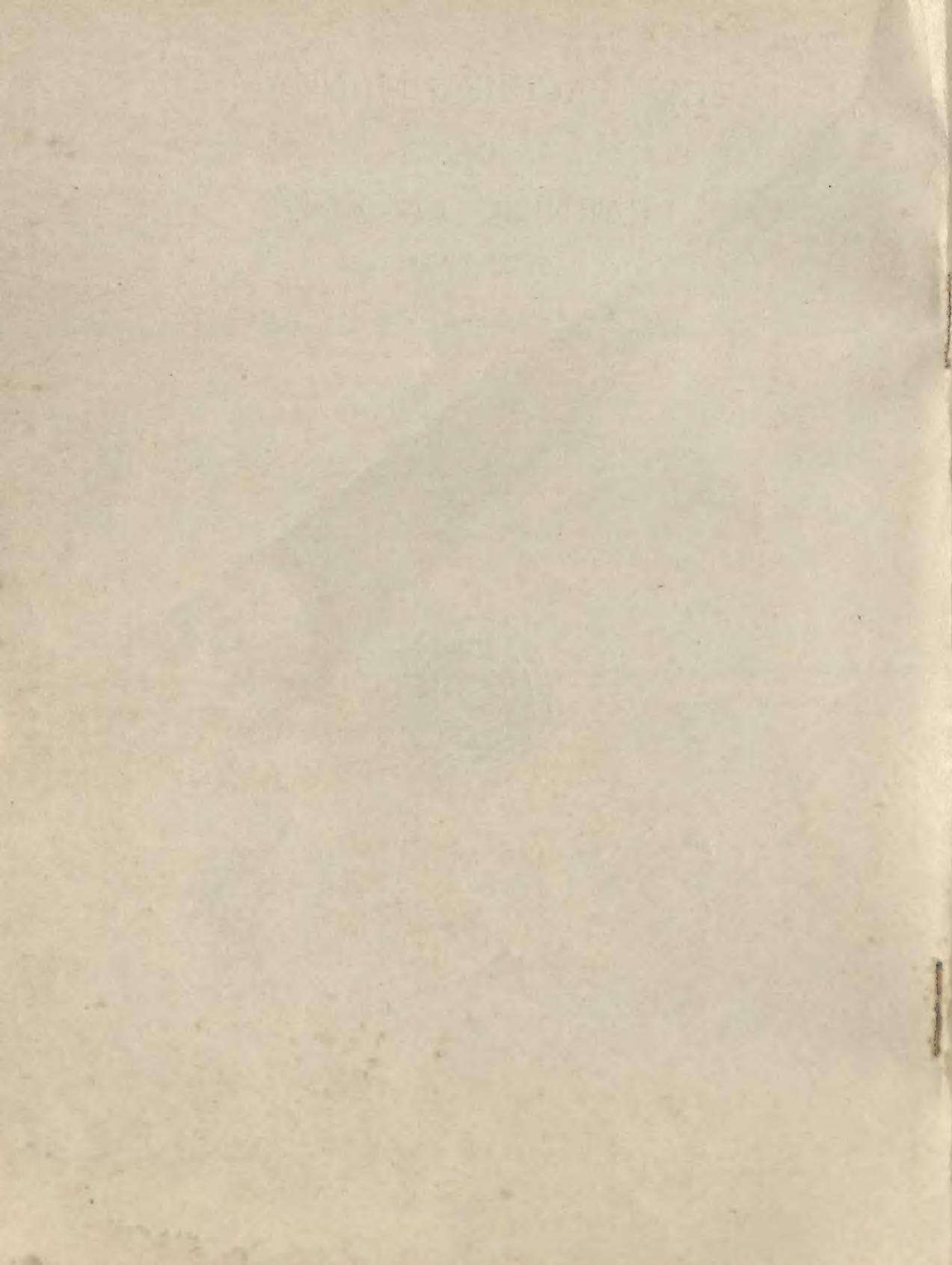


THE TEACHER'S MANUAL  
for  
LEARNING ENGLISH  
STEP TWO



WEST BENGAL BOARD OF SECONDARY EDUCATION

77/2 Park Street, Calcutta 700 016



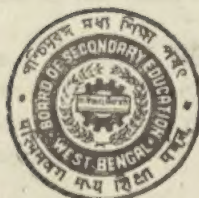


# THE TEACHER'S MANUAL

for

## LEARNING ENGLISH

### STEP TWO



WEST BENGAL BOARD OF SECONDARY EDUCATION

77/2 Park Street, Calcutta 700016

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LEARNING ENGLISH

STEP TWO

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### **A Word to the Teacher**

We are happy to present to you the second book in our new series "Learning English". This book is meant for students of Class VII.

We should firstly assure you that if some lessons remain undone from the first book, it is in order to take time to complete them before going on to Class VII work.

In any case you are at liberty to take a few days more than officially envisaged if you feel that this is necessary for thorough work and practice.

Once again the syllabus/material is functional. That is, the functions expressed by certain phrases, grammatical structures and forms are more important than the phrases/structures themselves. However, in contrast to the first book, most of these functions have been presented through pieces for reading and comprehension and realised through tasks and writing-activities which enable the students to use these functions themselves.

The emphasis on reading and writing is deliberate. Our students will need to read, understand and write in English more and more as they get older. However, oral participation and active use of the language under your guidance is of the utmost importance.

Homework should be set regularly, but only on sections which have been thoroughly prepared in class.

All instructions detailed noted, and guidance will be found in the Teacher's Manual. Please use them. You will find that many of the doubts and questions rising in your minds at first sight of this book will be resolved if you read the manual. We expect you to go through the notes before you take a lesson, but we also expect you to change your approach when the situation demands it, keeping in mind the objective of the lesson.

Considering the number of periods available for English, five periods can be allotted for each lesson on an average, but less time will be needed to deal with some lessons than with others.

We expect you to make group-work and pair-work as effective as possible. One of the main advantages of such work is that, since pairs or groups can work simultaneously, the amount of STT and SRT (Student

Talking/Reading Time) is enormously increased. However, in both types of class organization careful preparation is necessary. Remember not to pair two weak students. Guide the better ones to be effective group leaders. This will make your task easier and the students' work more meaningful.

With your cooperation and enthusiastic support we have been able to use the first book most successfully. We hope for and look forward to the same assistance once again. We at the West Bengal Board of Secondary Education will be interested to solve your problems and help you and your students if you only come forward to discuss them with us.

Finally, as you know, your comments and suggestions are always welcome. Please write to us whenever you have any comments to make.



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3.	The Farmer and His Sons	4	Narrating a story with descriptive padding	Simple Past/Present One day
4.	A King's Wisdom	6	As above	As above/ Once.../mine/yours/his/ hers/ours/theirs
5.	A Noble Mother	7	Narrating a happening with descriptive padding	Tense—same as above
6.	I Can't Tell a Lie	8	As above	Present and Past Tenses/ There was/were
7.	Little Rabi	10	Reporting past happenings with descriptive padding	Present and Past Tenses/ Used to/Would+Verb
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## LESSON 1

### REVISION LESSON

#### UNIT ONE

- | Items  | Steps   |
|--------|---|
| 1. (i) | <p>S<sub>1</sub> Let the students read the instructions silently.</p> <p>S<sub>2</sub> Check if they have comprehended. Do not try to explain. Someone is sure to answer.</p> <p>S<sub>3</sub> Let the students label the pictures as shown (in pencil) and erase later.</p> <p>S<sub>4</sub> Move round and check.</p> |
| (ii)   | <p>S<sub>1</sub> Let a student read out the instructions to class.</p> <p>S<sub>2</sub> Check if they have understood. They may be allowed to explain in their mother tongue.</p> <p>S<sub>3</sub> Demonstrate all the conversations with the help of students in pairs before class. Prompt where necessary.</p>       |

#### Examples

*Student 1* : What do you do?

*Student 2* : I'm a potter.

„ 1 : Are you? Tell me about your day.

„ 2 : Well, I make pots and sell them. I shape my pot on a wheel.

„ 1 : That's interesting.

*Note* that student 1 may sometimes say, 'Oh really' the second time and 'I see' or 'Really' at the end.

- |                   |   |
|-------------------|---|
| S <sub>4</sub>    | Now that they have heard the conversations, they will make an effort to converse in pairs. Move round and check if they are doing it all right. |
| 2. S <sub>1</sub> | Let the students work in pairs and ask each other questions as directed. They ought to be able to converse for they have done this in Class VI. |
| S <sub>2</sub>    | Move round and check if they are doing it all right.  |

#### UNIT TWO

- |                   |   |
|-------------------|---|
| 1. S <sub>1</sub> | Read out the paragraphs with blanks to class.   |
| S <sub>2</sub>    | See if they can guess the meanings of these new words from the illustrations and context:<br><i>gul mohor, fruit, branches, kernel, curry, ropes</i>      |
| S <sub>3</sub>    | Ask them to read silently again and fill in the gaps. Tell them to write the words in their exercise books as they read, or fill in the blanks in pencil. |
| S <sub>4</sub>    | Make three students read out the three paragraphs when they finish. Tell the others to check carefully. Write out the words on the blackboard.            |

#### Paragraph 1

- |             |   |             |
|-------------|---|-------------|
| 1. big      | } | (any order) |
| 2. flower   |   |             |
| 3. tall     |   |             |
| 4. fruit    | } | (any order) |
| 5. gul      |   |             |
| 6. mohar    |   |             |
| 7. branches |   |             |
| 8. coconut  |   |             |
| 9. branches |   |             |
| 10. palm    |   |             |

#### Paragraph 2

- |            |   |             |
|------------|---|-------------|
| 11. useful | } | (any order) |
| 12. drink  |   |             |
| 13. inside |   |             |
| 14. green  |   |             |
| 15. fruit  |   |             |
| 16. sweets |   |             |
| 17. kernel |   |             |
| 18. curry  |   |             |
| 19. ropes  | } | (any order) |
| 20. mats   |   |             |

#### Paragraph 3

- |               |   |             |
|---------------|---|-------------|
| 21. gul       | } | (any order) |
| 22. mohar     |   |             |
| 23. coconut   |   |             |
| 24. palm      | } | (any order) |
| 25. flowers   |   |             |
| 26. May       |   |             |
| 27. June      |   |             |
| 28. red       | } | (any order) |
| 29. yellow    |   |             |
| 30. beautiful |   |             |

## Items Steps

2. S<sub>5</sub> Students may be asked to give the gist of the three paragraphs in their mother tongue. Don't spend time on this. Do it quickly to check comprehension.
- S<sub>1</sub> Tell students to read instructions silently.
- S<sub>2</sub> Check if they have comprehended.
- S<sub>3</sub> Let them converse. They ought to be able to do so because they have learned to use the present continuous form to describe unseen activities in Class VI.
- S<sub>4</sub> Move round and check if they are doing it all right.
3. (i) S<sub>1</sub> Read out the instructions to class.
- S<sub>2</sub> Check if they have comprehended.
- S<sub>3</sub> Let them work individually. Give meanings of the following if they ask: *hopeless, unfair, offside*
- S<sub>4</sub> Make two students read out the dialogue and ask the others to check. Correct where necessary.

### Answers

- |         |        |        |
|---------|--------|--------|
| 1. was  | 4. was | 7. was |
| 2. was  | 5. was | 8. was |
| 3. were | 6. was |        |

3. (ii) S<sub>5</sub> Let them read the dialogue in pairs. Move round and check.
4. S<sub>1</sub> Let a student read out the instructions.
- S<sub>2</sub> Check if they have comprehended. Also check if they can guess the meanings of: *smile, bald* and *tie*.
- S<sub>3</sub> Let them describe to their partner as directed.
- S<sub>4</sub> Ask a few students to describe Mr and Mrs Gomes to class.

## UNIT THREE

1. S<sub>1</sub> Let students read the instructions silently.
- S<sub>2</sub> Check if they have comprehended.
- S<sub>3</sub> Let them fill in the blanks. Give the meaning of 'permission'.
- S<sub>4</sub> When they finish request a pair to read out the dialogue. Ask the others to check. Write out the verbs on the blackboard when the students are reading out.

### Answers

- |          |          |           |           |
|----------|----------|-----------|-----------|
| 1. shall | 6. shall | 11. go    | 16. will  |
| 2. go    | 7. go    | 12. shall | 17. take  |
| 3. will  | 8. will  | 13. ask   | 18. will  |
| 4. give  | 9. get   | 14. will  | 19. be    |
| 5. have  | 10. will | 15. get   | 20. shall |
|          |          |           | 21. ask   |

- S<sub>5</sub> Let them read the dialogue in pairs. Move round and check.



## LESSON 2

### A. SUNDAY

- | Items  | Steps  |
|--------|--|
| 1.     | <p>S<sub>1</sub> Read out the instruction aloud to class.</p> <p>S<sub>2</sub> Check if they have understood.</p> <p>S<sub>3</sub> Read the paragraph and programme.</p> <p>S<sub>4</sub> Now ask the students to read silently again.</p>   |
| 2. (a) | <p>S<sub>1</sub> Let the students read the instructions silently.</p> <p>S<sub>2</sub> Check if they have understood.</p> <p>S<sub>3</sub> Tell them that the verbs are in the past form because they will have to write about Ahmed's programme <i>last</i> Sunday. Check if they can guess the meanings of the verbs. They know most of them in the present form but it will be difficult to guess 'went' to be the past form of 'go' or 'took' as the past form of 'take' etc. Draw their attention to such irregular forms whenever they occur. Do not dwell at length.</p> <p>S<sub>4</sub> Let them work in pairs. Tell them to write the verbs and other words serially in their exercise books or use a pencil to write in their textbooks so that they can erase later.</p> <p>S<sub>5</sub> Correct with the co-operation of the students. Let three students read out the three paragraphs (i), (ii) and (iii) to class. Let others correct. Write the words on the blackboard.</p> |

#### Answers

- |       |             |              |              |            |
|-------|-------------|--------------|--------------|------------|
| (i)   | 1. Sunday   | 5. at        | 9. did       | 13. his    |
|       | 2. was      | 6. played    | 10. his      | 14. lunch  |
|       | 3. got      | 7. 7-30 a.m. | 11. two      | 15. at     |
|       | 4. bath     | 8. came      | 12. had      |            |
| (ii)  | 16. took    | 21. went     | 26. a        | 31. Sangha |
|       | 17. hour    | 22. to       | 27. football | 32. 4 p.m. |
|       | 18. 1 p.m.  | 23. his      | 28. match    | 33. to     |
|       | 19. to      | 24. club     | 29. against  | 34. 5 p.m. |
|       | 20. 2 p.m.  | 25. played   | 30. Nutan    |            |
| (iii) | 35. won     | 39. them     | 43. 6 p.m.   | 47. house  |
|       | 36. the     | 40. a        | 44. to       | 48. at     |
|       | 37. captain | 41. was      | 45. 7 p.m.   |            |
|       | 38. gave    | 42. the      | 46. came     |            |

Students may be told to give themselves marks out of 48.

#### Pair work

- |        |   |
|--------|---|
| 2. (b) | <p>S<sub>1</sub> Let one narrate (i) and the other (ii).</p> <p>S<sub>2</sub> Move round and check if they are making an attempt to narrate. Help them where necessary.</p> <p>S<sub>3</sub> Request one or two students to look at the programme and narrate before the class. This can also be done before they start working in pairs.</p> |
| 2. (c) | <p>S<sub>1</sub> Let them work in <i>pairs</i> and give the present tense forms. Move round and check if they are working. Help where necessary.</p> <p>S<sub>2</sub> Correct with the cooperation of the students. Request some students to write the present tense forms on the blackboard. Let others correct their exercises.</p>         |

## Items Steps

S<sub>1</sub> Read out the instructions and example. Check if they have understood. Let them try and say in English. Mother tongue may also be used.

*Note* that explanation of the regular changes in *practise, play, arrange, enjoy* and *thank* will be the same and will not be difficult for the students to see. Help them with the irregular forms. Example: *go* becomes *went*. Here the whole word changes. There are no common letters in the two words. All this should be done orally and quickly. Do not spend a lot of time.

2. (d) S<sub>1</sub> Let students write on the blackboard. Help where necessary.

S<sub>2</sub> Let them write these in their exercise books.

3. S<sub>1</sub> Read out the instructions.

S<sub>2</sub> Check if they have understood.

S<sub>3</sub> Let them fill in the blanks *individually*. Give meanings of words if asked.

S<sub>4</sub> Correct with the cooperation of the students. Let students read out the units.

S<sub>5</sub> Put the correct forms on the blackboard and let them check by themselves and give themselves marks out of 19.

### Answers

1. met	6. was	11. arrived	16. were
2. had	7. give	12. came	17. asked
3. were	8. shall carry	13. got	18. gave
4. were	9. gave	14. gave	19. was
5. was	10. carried	15. ran	

### Pair work

4. (i) S<sub>1</sub> Let them read out the story to each other. This will give them practice in reading. Teach them to read in a soft voice.

S<sub>2</sub> Move round and check if they are reading.

### Oral work

(ii) S<sub>1</sub> Ask the students these questions. Let them answer. Correct and help where necessary.

S<sub>2</sub> Now let them work in pairs and ask each other the same questions.

(iii) S<sub>3</sub> Move round and check if they are working.  
Homework.

## LESSON 3

### THE FARMER AND HIS SONS

1. Read out the story slowly and distinctly to class. Tell them to listen to the story attentively.

2. S<sub>1</sub> Read the instructions aloud and check if they have understood.

S<sub>2</sub> Let them read the story silently now.

S<sub>3</sub> Help them to guess the meaning of words in context.

### Example

(i) *bundle* – not one 'stick' but sticks together –  
*untied bundle* and got out one stick

(ii) together—*unity*—cannot  
break—*strength*

Give meanings or help in mother tongue where necessary.



**Items**

**Steps**

- S<sub>1</sub> Tell them to put up their hands when they finish reading.
3. S<sub>1</sub> Read out the instructions to the students.  
 S<sub>2</sub> Check if they have understood. Be sure that they do.  
 S<sub>3</sub> Let them read the story up to 'easily broke his stick' silently again and underline and circle the verbs as directed. Show them one or two if necessary.  
 S<sub>4</sub> Tell them to put up their hands when they finish.
4. **Oral Work**  
 S<sub>1</sub> Ask questions (i) and (ii) and write the answers on the blackboard.  
 The answers should be:  
 (i) Underlined verbs—7 (ii) Circled verbs—4
5. S<sub>1</sub> Read out the instructions and check if they have understood.  
 S<sub>2</sub> Help them to list a few verbs in order of their occurrence and then let them work on their own.  
 S<sub>1</sub> Check answers with the cooperation of the students. Put up the verb list on the blackboard as you read the story again to them.

**Answers**

Farmer	Son(s)
1. had	2. quarrelled
3. thought	7. tried
4. called	8. could break
5. showed	11. broke
6. asked	
9. untied	
10. gave	

6. S<sub>1</sub> Please note that this is not going to be very easy for all students, so get this part of the story with the cooperation of the class and with the verb list on the blackboard. Let them give simple short sentences like these.

A farmer *had* three sons. They *quarrelled*.

The farmer *thought* of a plan. He *called* his sons. He *showed* them a bundle of sticks. He *asked* them to break the bundle. The sons *tried*. No one *could break* it.

The farmer *untied* the bundle. He *gave* one stick to each son. Each one *broke* his stick .....

- S<sub>2</sub> Now ask them three questions to complete the story: Why could n't they break the sticks in the bundle? What did they learn? Was the farmer happy then?

**Answers**

The sticks were together in the bundle. So they couldn't break the bundle. They learned to live together. The farmer was happy.

- S<sub>3</sub> Now let them work in pairs and tell the story to each other.  
 S<sub>4</sub> Move round and check if they are able to do it. They will be making mistakes. Do not interfere too much. Let them put in the effort to communicate.

7. S<sub>1</sub> **ORAL WORK** with the whole class first. Get the answers from the students.

**Probable Answers**

- (i) His sons quarrelled. This made him unhappy.  
 (ii) He planned to teach them a lesson.

**Items Steps**

- (iii) He advised them to live together.
- (iv) Yes, they did.
- (v) They lived in peace and the farmer was happy.
- (vi) Unity is strength.

**S<sub>2</sub> PAIR WORK** after this stage.

8. **S<sub>1</sub> Individual Work**—Let the students fill in the blanks on their own. Help a little with meanings if necessary.
- S<sub>2</sub>** Let them read out the paragraphs to each other.
- S<sub>3</sub>** Request a student to read out his/her paragraphs to class. Check. Help them to check their answers by themselves and give themselves marks out of 14.

**Answers**

- |             |             |             |
|-------------|-------------|-------------|
| 1. always   | 6. unity    | 11. one     |
| 2. quarrel  | 7. happy    | 12. thought |
| 3. harm     | 8. unity    | 13. untied  |
| 4. Always   | 9. strength | 14. bundle  |
| 5. together | 10. No      |             |

**LESSON 4**

**A KING'S WISDOM**

1. Read the story aloud. Ask students to listen attentively.
2. **S<sub>1</sub>** Let the students read the story again silently. Help them to guess meanings of words in context.
- Example:** Queen visits — King receives warmly.

**New Words**

*invited, kingdom, gifts, garlands, artificial, alike, wisdom, received, choose.*

- S<sub>2</sub>** Ask them to put up their hands when they finish reading.
3. **S<sub>1</sub>** Make a student read out the instructions.
- S<sub>2</sub>** Check if they have understood.
- S<sub>3</sub>** Let them work *in pairs* and number the paragraphs as directed.
4. **S<sub>1</sub>** Let them read the paragraphs in the right order to their partners.
- S<sub>2</sub>** Make a student read out the paragraphs to class and let the others check. Help if he/she goes wrong.

**Answer (in serial order)** 4, 1, 2, 5, 3, 6

5. **S<sub>1</sub>** Let the students ask each other the questions. Move round and check. Help.
- S<sub>2</sub>** Make three or four students, answer the questions before the class. Correct and help where necessary.

**Answers Expected**

- (i) She wanted to test the wisdom of the king.
- (ii) The bees sat on the real flowers. This helped the king to choose the right garland.
- (iii) Yes, the king was wise. The garlands were beautiful. They looked alike. It was hard to choose. So he opened the windows. The bees flew in. They sat on the real flowers. This helped him to choose.



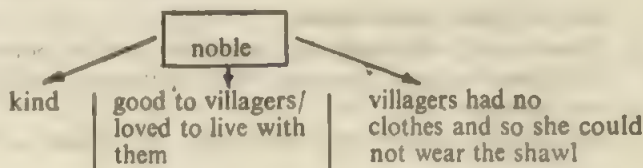
- Items Steps**
6. **Oral Work**  
 S Make students give the present tense forms of the verbs on the blackboard. Let others check. Correct and help where necessary.
7. **Oral Work**  
 S<sub>1</sub> Read the instructions and check if they have understood.  
 S<sub>2</sub> Let students give answers. Check.

## LESSON 5

### A NOBLE MOTHER

1. Read out the story slowly and distinctly. See that the students are attentive.
2. S<sub>1</sub> Let the students read it silently again.  
 S<sub>2</sub> Move round and check if they are reading. See that they do not point and read.  
 S<sub>3</sub> Help them to guess meanings of new words. Let them look at the words and sentences around the word.

**Example:**



#### New Words

*cotton, woollen, shawl, surprised, touched, noble, certainly, used*

- S<sub>4</sub> Tell them to put up their hands when they finish reading.
3. (i) and (ii) S<sub>1</sub> Make a student read out the instruction to class.  
 S<sub>2</sub> Check if they have understood.  
 S<sub>3</sub> Let them work in pairs and fill in the gaps. Move round and check.  
 S<sub>4</sub> Make them read the paragraphs to each other. Move round and check.  
 S<sub>5</sub> Correct with the co-operation of the students. Make two students read out the two paragraphs. Write the words on the blackboard while they are reading. Tell the students to check.  
 S<sub>6</sub> Now tell them to give themselves marks out of 23 (parag. 1) and 11 (parag. 2).

#### Answers

- |     |          |            |             |           |
|-----|----------|------------|-------------|-----------|
| (i) | 1. was   | 7. bought  | 13. used    | 19. use   |
|     | 2. kind  | 8. woollen | 14. saw     | 20. kept  |
|     | 3. noble | 9. shawl   | 15. bought  | 21. had   |
|     | 4. loved | 10. had    | 16. woollen | 22. could |
|     | 5. to    | 11. old    | 17. took    | 23. use   |
|     | 6. live  | 12. cotton | 18. did     |           |

#### Answers

- |          |           |             |
|----------|-----------|-------------|
| 1. was   | 5. wanted | 9. touched  |
| 2. kind  | 6. make   | 10. pleased |
| 3. noble | 7. bought | 11. happy   |
| 4. loved | 8. shawls |             |
- (any order)

**Items Steps**  
**(iii) (a) Oral Work**

- S<sub>1</sub> Let a student read out the instructions.  
 S<sub>2</sub> Check if they have understood.  
 S<sub>3</sub> Make students give the opposites. Write them on the blackboard as they do so. Students may give more than one word. Accept their answers if they are correct. Since the words have not been presented in context, any probable answer has to be accepted.

- (b) S<sub>1</sub> Let students give the present tense forms orally.  
 S<sub>2</sub> Write them on the blackboard.  
 S<sub>3</sub> Tell them to write out the answers to (iii) (a) and (b) at home.

## LESSON 6

### I CAN'T TELL A LIE

1. S Read out the story to class. Tell the students to be attentive.
2. S<sub>1</sub> Now let them read silently.  
 S<sub>2</sub> Move round and check. Do not allow them to point and read.  
 S<sub>3</sub> Help them to guess meanings. Give mother tongue equivalents where necessary and possible.  
 S<sub>4</sub> Tell them to put up their hands when they finish reading.
3. S<sub>1</sub> Ask a student to read out the instructions.  
 S<sub>2</sub> Check if they have comprehended.  
 S<sub>3</sub> Let them read and match the headings with the paragraphs.  
 S<sub>4</sub> Check answers with the co-operation of the students. Let the students give the answers. Put them up on the blackboard and let them check by themselves.

#### Answers

- Paragraphs
1. George gets an axe.
  2. } What does he do with the axe ?
  3. }
  4. Father is angry.
  5. George tells the truth.
  6. Father is happy.
  7. Who is the little boy ?

4. S<sub>1</sub> Make them work in groups of four. Ask the 1st, 3rd, 5th, 7th etc. rows to turn round and sit facing rows 2, 4, 6, 8 etc. Group the students. See that there is a good leader to guide others.





- |                |   |
|----------------|---|
| <i>Items</i>   | <i>Steps</i>  |
| S <sub>2</sub> | Let them read the questions and help one another to comprehend each question and suggest answers among themselves.  |
| S <sub>3</sub> | Move round and check. Help a little where necessary. Make sure that all the students are co-operating and putting in the effort to understand the questions and to answer them. |
| S <sub>4</sub> | Check answers orally with the co-operation of the students. Make students from each group answer a question. Prompt and correct where necessary. Encourage them.                |
- Probable Answers** (Wordings may be a little different)
- (i) No, (I don't). Any boy would use/try to use his new gift.
  - (ii) He was brave.
  - (iii) The young apple tree. George tried his axe on it. He cut the branches and leaves.
  - (iv) No, he tried it on all the trees.
  - (v) It was almost lying on the ground.
  - (vi) No, it doesn't. It will not cut iron or stone.
- 5.
- |                |   |
|----------------|---|
| S <sub>1</sub> | Make a student read out the instructions and words to class.                                |
| S <sub>2</sub> | Check if they have understood.  |
| S <sub>3</sub> | Let the groups work together again and fill in the gaps. Help if necessary.                 |
| S <sub>4</sub> | Tell them to put up their hands when they finish. Move round and check if they are working. |
| S <sub>5</sub> | Have a few answer sheets ready to hand them to groups to check when they finish.            |

#### Answers

- |                     |            |
|---------------------|------------|
| (i) 1. angry        | 4. anyone  |
| 2. lie              | 5. truth   |
| 3. blame            |            |
| (ii) 6. shout       | 8. weep    |
| 7. afraid           | 9. lie     |
| (iii) 10. truth     | 12. patted |
| 11. wept            | 13. proud  |
| (iv) 14. wood       |            |
| (v) 15. almost      | 16. wooden |
| (vi) 17. handle     |            |
| (vii) 18. edge      |            |
| (viii) 19. anything | 20. else   |
- S<sub>6</sub> Make a few students read out the paragraphs and sentences to class.

## LESSON 7

### LITTLE RABI

- 1.
- |                |   |
|----------------|---|
| S <sub>1</sub> | Tell the students that the lesson is about Rabindranath's childhood days.               |
| S <sub>2</sub> | Read out to class paragraph by paragraph slowly and distinctly.                         |
|                | or  |
|                | Make three students read the three paragraphs to class. Ask the others to be attentive. |

- | Items | Steps  |
|-------|--|
| 2.    | <p>S<sub>1</sub> Let a student read out the instructions.</p> <p>S<sub>2</sub> Check if they have comprehended.</p> <p>S<sub>3</sub> Tell them to read the lesson silently again.</p> <p>S<sub>4</sub> Move round and check if they are reading. Help them to guess the meanings of the new words: <i>nursery, observe, manner, ill, store, recite, roll, demon, horrible safe, step over.</i></p> |
| 3.    | <p>S<sub>1</sub> Ask a student to read out the instructions to class.</p> <p>S<sub>2</sub> Check if they have understood.</p> <p>S<sub>3</sub> Let them read and match the headings with the paragraphs.</p> <p>S<sub>4</sub> When they finish correct with the co-operation of the students. Let the students give the answers. Check.</p>  |

**Answers** Paragraph 1. Children's life in noble families.  
 „ 2. Staying inside a circle of chalk.  
 „ 3. Looking out of the window for hours.

- |        |  |
|--------|--|
| 4. (i) | <p>S<sub>1</sub> Let the students work individually.</p> <p>S<sub>2</sub> When they finish, check answers with their co-operation.</p> |
|--------|--|

(ii) Procedure same as 4(i).

- |        |  |
|--------|--|
| 5. (i) | <p>S<sub>1</sub> Let the students work in pairs and fill in the blanks.</p> <p>S<sub>2</sub> When they finish, let them read out the paragraphs to each other.</p> <p>S<sub>3</sub> Let a few read out their paragraphs to class.<br/>         Check while they are doing so. Write answers on the blackboard simultaneously.<br/>         Let them correct their exercises and give themselves marks out of 29.</p> |
|--------|--|

**Answers**

Paragraph 1.	1. lived	3. to	5. servants'
	2. was	4. the	6. rooms/quarters
„ 2.	7. saw	10. they	13. their
	8. at	11. were	14. kept
	9. bedtime/night	12. saw	
„ 3.	15. give	18. not	
	16. food	19. say	
	17. could	20. anything	21. were
„ 4.	22. used	25. Ramayana	28. to
	23. to	26. Mahabharata	29. be
	24. recited	27. used	

- |      |  |
|------|--|
| (ii) | <p>S<sub>1</sub> Let a student read out the instructions.</p> <p>S<sub>2</sub> Check if they have understood.</p> <p>S<sub>3</sub> Make a student or two give the answer orally. Help them when necessary.</p> |
|------|--|

**Probable Answer**

Rabi used to sit at a window. He used to look out of the window. He used to look at the pond and the banyan tree. He used to watch the reflection of the banyan tree in the water.

- |                |                                     |
|----------------|-------------------------------------|
| S <sub>4</sub> | Now let them narrate to each other. |
|----------------|-------------------------------------|



**Items Steps**

**Oral Work**

- (iii) S With whole class first. Ask them the questions. Let them read the paragraphs and answer.  
The answers should be brief. They are meant to check comprehension only.

**Example Answers to (a)**

Lakshmana. Sita. The demon got her. Ravana.

6. (i) S<sub>1</sub> Let them read the instruction and work in pairs first.  
S<sub>2</sub> When they finish, put the questions to class and get the answers.

**Example**

(a) I *usually* get up at 6 o'clock.

(b) Rabi *seldom* saw his father.

- (ii) S<sub>1</sub> Let the students read the note silently.  
S<sub>2</sub> Check if they have comprehended.  
S<sub>3</sub> Exercise—Make a student read out the instructions.  
S<sub>4</sub> Check if they have comprehended.  
S<sub>6</sub> Ask them to fill in the chart at home and write four sentences at home. They must read out those sentences the next day in class.

## LESSON 8

### THE STORY OF A BOY

Collect homework before starting the lesson.

1. S<sub>1</sub> Let a student read the story aloud to class and ask others to be attentive.  
S<sub>2</sub> Now let the students read the story again silently. Help them to guess meanings of new words. Move round and check if they are reading.

**New Words**

*scored, attention, never sometimes, neglect, late, annoyed, locked, charcoal, alone, single.*

- 2A. S<sub>1</sub> Get them in pairs. Move round and check if they are working. Make them re-read paragraphs to get the answers.  
S<sub>2</sub> Correct with the co-operation of the students. Ask individual students to state whether the statements are true or false and check.

**Answers**

- (a) false — he enjoyed reading all kinds of books.  
(b) false — scored good marks in all the subjects.  
(c) true — refer to last sentence in parag. 6.  
(d) false — refer to parag. 4.  
(e) true — " " " 4  
(f) false — " " " 1  
(g) false — not known/given  
(h) false — " " "

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
| 2B.          | <p>S<sub>1</sub> Let a student read out the instructions. Check if they have understood.</p> <p>S<sub>2</sub> Let them work in pairs and fill in the blanks.</p> <p>S<sub>3</sub> When they finish, make them read out the dialogues in pairs. Check.</p> <p><b>Answers</b></p> <p>(a) Q: Did (b) Q: Did, get A: he did</p> <p>(c) Q: Did, stay A: he didn't</p> <p>(d) Q: Did, stand A: always</p> <p>(e) Q: Do, to A: Yes, I do/No, I don't</p> <p>(f) Q: Does A: Yes, he/she does/ No, he/she doesn't.</p> <p>(g) Q: Does the A: No, he doesn't</p> <p>(h) Q: Do, get A: Yes, I do/No, I don't</p> <p>S<sub>4</sub> Let them read the dialogues in pairs. Move round and check if they are doing so.</p>   |
| 2C.(a)(b)    | <p>S<sub>1</sub> Make a student read out the instructions and the multiple type questions.</p> <p>S<sub>2</sub> Elicit the answers from the students.</p> <p><b>Answers</b></p> <p>(a) (iii) (b) (iii)</p>  |
| 3.           | <p>S<sub>1</sub> Let a student read the paragraph that contains the instructions. Check if they have understood.</p> <p>S<sub>2</sub> Make another student read (i) Ask class if facts are true -point to words like <i>a lot—money—grand house</i>.</p> <p>S<sub>3</sub> Let another student read (ii). Ask students if facts are true -draw their attention to points. Give meanings where necessary.</p> <p>S<sub>4</sub> Let another student read (iii) and follow the same procedure as in (i) and (ii).</p> <p><b>Answers</b></p> <p>(ii) and (iii) appear true.</p> <p>S<sub>5</sub> Let them work in pairs and fill in the gaps.</p> <p>S<sub>6</sub> Ask students to read out their paragraphs when they finish. Make the others check their work and give themselves marks.</p> <p><b>Probable Answers</b></p> <p>(ii) native, own/mother. Bengali. worked, mother tongue, would, us. was, (iii)<br/>       *Note: one blank is missing - did well in, became, was, worked.<br/>       (Encourage them to expand the idea in the paragraphs if they can).</p> |
| 4A.          | <p>S<sub>1</sub> Let the students read the instructions and do the work in pairs first.</p> <p>S<sub>2</sub> Check with the co-operation of the students. Let a few students read out their sentences and make the others correct.</p>  |
| 4B.          | <p>S<sub>1</sub> Let a student read out the instructions. Check if they have understood.</p> <p>S<sub>2</sub> Let the students work in pairs and fill in the gaps. Help with meanings of words where necessary.</p> <p>S<sub>3</sub> Correct with their co-operation when they finish.</p> <p><b>Answers</b></p> <p>(i) used to think (ii) used to study (iii) used to hold (iv) used to light (v) used to sit, used to cook (vi) used to walk, used to take.</p>   |
| 5. (i)       | <p>S<sub>1</sub> Let the students read the question. Check if they have understood.</p> <p>S<sub>2</sub> Ask students to give sentences for each of the six orally. Check</p> <p><b>Example</b></p> <p>I usually get up at 6 o'clock or I usually play football in the evening, etc.</p> <p>S<sub>3</sub> Now let them work in pairs and tell each other what they usually never seldom/ often sometimes do. Check if they are working.</p>   |



Items	Steps
(ii)	S <sub>1</sub> Let a student read out the instructions. Check if the students have understood.
	S <sub>2</sub> Let them fill in the gaps individually.
	S <sub>3</sub> Correct with the co-operation of the students. Tell them to read out their sentences when they finish. Check.
	S <sub>4</sub> Tell them to read the note silently. Check if they have understood. They may relate in their mother tongue.

## LESSON 9

### A FAMILY SURVEY REPORT

- S<sub>1</sub> Read the information out to class. See that they listen to it attentively.

S<sub>2</sub> Let them read it again silently. Move round and check if they are reading. Help them with the meanings of new words: *Locality, property, relatives, lavatory, project, income, neighbours, porters etc.*
- S<sub>1</sub> Let them work in pairs. They will have to fill in the gaps by reading the information given above. Move round and check if they are working.

S<sub>2</sub> Check with the co-operation of the students. Let three students read out the three paragraphs. Check. Ask the others to check their work.

#### Answers

Paragraph 1: (the words are given here serially): original home/came to/ fifteen years/some relatives or property, Chapra, goes there/ five members or persons in the/porters of a railway station/ Rs. 500/-, a

Paragraph 2: Speak, read and write/speak/has/

Paragraph 3: in, one bathroom, lavatory/a bathroom, a lavatory/from the roadside tubewell/are Mohon Singh, Sivaraman./bring, the roadside/

- S<sub>1</sub> Let the students read the notes on a family. Move round and check if they are reading. Help them to guess meanings of new words: *paddy (field), mud, straw, bathing, drain, dirty etc.*

S<sub>2</sub> Oral work with whole class. Encourage students to give an account of the family in short sentences. Help where necessary.

#### Example

Sri Subal Chandra Laskar's home is at Kripakhali in 24 Parganas. He has six-bighas of paddy field and two bighas to grow vegetables and fruit. He has a mud and straw hut. There is a pond for bathing, washing and cleaning.....

Go on helping them to say sentences about (a) Sri Laskar's land and farm house (b) about the members of his family (c) about their income.

- S<sub>2</sub> Ask them to write out a few sentences about the family at home.

## LESSON 10

### THE BRAVE LITTLE GIRL

- S Read aloud the story to students. Tell them to be attentive
- S Let the students read the story again silently. Move round and check if they are reading. Do not allow them to point and read. Help them to get the meanings of new words: oil, burn, kitchen, dim, chase, bolted, guard, tremble, thief, courage, presence of mind

- | <i>Items</i> | <i>Steps</i>   |
|--------------|--|
| 3.           | <p><b>S<sub>1</sub></b> When they finish reading, get them to work in pairs and say to each other whether the statements are true or false.</p> <p><b>S<sub>2</sub></b> Check their answers with their co-operation.</p> |

**Answers**

- |   |              |
|---|--------------|
| (i) False—the story is about a brave girl | (vi) False   |
| (ii) True                                 | (vii) False  |
| (iii) False                               | (viii) False |
| (iv) False                                | (ix) True    |
| (v) True                                  | (x) True     |

Discuss answers where necessary by referring to sentences in the story.

- |    |  |
|----|--|
| 4. | <p><b>S<sub>1</sub></b> Let them work in pairs and ask each other the questions. Move round and check if they can answer the questions. Help a little where necessary.</p> <p><b>S<sub>2</sub></b> Check answers with the co-operation of the students. Call upon students to answer each question. Check.</p> |
|----|--|

**Probable answers**

- |                                 |  |
|---------------------------------|--|
| (i) She was doing her homework. | (iv) No, (there wasn't any cat in the kitchen).                                |
| (ii) She saw his feet only.     | (v) She had presence of mind and she was brave (or had courage).               |
| (iii) No, she didn't.           | (vi) The government/The village panchayat (anything probable may be accepted). |

- |    |   |
|----|---|
| 5. | <p><b>S<sub>1</sub></b> Let a student read out the instructions. Check if they have understood.</p> <p><b>S<sub>2</sub></b> Let the students read silently and match A with B. Let each student work on his/her own.</p> <p><b>S<sub>3</sub></b> Let them give the answers one by one. Check as they do so.</p> |
|----|---|

**Answers**

- (i) Kajal was sleeping on the mat. The thief entered the room.
- (ii) Kajal was waiting for her grandmother. Grandmother was working in the kitchen.
- (iii) The night guards came running. Kajal and her grandmother were shouting.
- (iv) Most people were sleeping. Kajal was doing her homework.

*Note* that one or two other combinations are also possible.

- |        |  |
|--------|--|
| 6. (i) | <p><b>S<sub>1</sub></b> Let a student read out the instructions and the outline. Check if they have understood what they are expected to do.</p> <p><b>S<sub>2</sub></b> Get them started. Help them to use the hints. <i>Example:</i> The thief ran to the window. There were strong bars. He could not break them. He could not jump out etc.</p> <p><b>S<sub>3</sub></b> Now let them work in pairs and write out the paragraph. Move round and check. Guide them where necessary.</p> <p><b>S<sub>4</sub></b> Make students read out their paragraphs to class. Correct where required.</p> <p><b>S<sub>5</sub></b> Tell students to revise their paragraphs and submit their exercise books. Each pair will submit one paragraph.</p> |
|--------|--|



- Items**      **Steps**
6. (ii)      S<sub>1</sub>      Let them work in pairs according to instruction. Move round and check.  
              S<sub>2</sub>      Oral Work with whole class. Ask students to answer each of the questions.  
                  Correct if they go wrong.  
              *Note:* See that the past continuous tense is used in their answers.
7. (i)      S<sub>1</sub>      Let them work in groups of four and match A with B.  
              S<sub>2</sub>      When they finish, check answers with them.

**Answers**

award	— something given as a prize or reward
cash	— money in coin or notes.
kitchen	— room for cooking.
push	— opposite of 'pull'.
chase	— drive away.
(school) mate	— friend/companion.
asleep	— sleeping.
dim	— not bright.

- (ii)      S<sub>1</sub>—S<sub>2</sub>      Procedure same as (i)

(a) late	(d) guards	(g) praise
(b) trembling	(e) burn	(h) waits
(c) bolt, thieves	(f) proud, courage, feared	(i) presence of mind.

8. (a)      S<sub>1</sub>—S<sub>2</sub>      Procedure same as 7(i) and (ii)

**Answers**

(i) everyone, some	(iv) something, anything
(ii) anything (or something), somebody	(v) everyone (or everybody)
(iii) everything, something	

- S<sub>3</sub>      Let them read the dialogues in pairs. Move round and check if they are doing so.

- (b)      Draw their attention to the spatial meanings of the prepositions.

## LESSON 11

### A SCHOOL REPORT

- S<sub>1</sub>      Let two or three students read out the report and ask the others to listen.  
 S<sub>2</sub>      Let the students read the report again silently. Move round and check if they are reading. Help them to guess the meanings of the new words:  
*compound, plant(v), monitors, decided, manure, supply, sapling, selected, soil, spade, dug, bamboo, spray, declare* etc.
- S<sub>1</sub>      Let the students work in pairs and fill in the details of the report.  
 S<sub>2</sub>      When they finish, let them read out what they have written. Ask a number of students. The answers may be written on the blackboard and the students asked to correct.

**Example**

*Name of project* : Tree Planting, or Vanamahautsab  
*Locality* : Salt Lake

*Note* that the students will have to re-read to fill in the details.

3. S<sub>1</sub> Let the students read the instructions and work in pairs. Move round and check if they are trying to communicate.  
 S<sub>2</sub> Correct answers with the co-operation of the students. Make a student ask a question and let another answer. Check. Short answers should be accepted.

**Answers**

- (i) No, (We don't know the name of the school). It is (probably) in Salt Lake (area).  
 (ii) The monitor of Class VII. No, (we don't know his name).  
 (iii) The students of Class VII won the first prize. Class X won the second prize and Class V the third prize.  
 (iv) Yes, (they'll carry on with the project).  
 (v) The future students and people in the locality will benefit from this. This will be their satisfaction.

4. S<sub>1</sub> Let a student read out the instructions to class. Check if they have understood.  
 S<sub>2</sub> Make them study the 4 illustrations and say what each picture is about. Draw their attention to the hints that follow. Give meanings of *erosion* if they can't guess. **Work orally.**  
 S<sub>3</sub> After the above oral preparation, let the students work in groups of four and write out a few sentences about the usefulness of trees.

**Probable answers**

Trees are useful. They give us shade. People sit under them on hot days. Trees cool a place and give us oxygen. They bring rain. Trees stop erosion of soil. They also give us wood etc.

- S<sub>4</sub> Let one student from each group read out the paragraph written. Check with the co-operation of the students.  
 S<sub>5</sub> Check one exercise book from each group. The others belonging to the group can check theirs by themselves when they get back the group's work.  
 5. S<sub>1</sub> Let them work in pairs and fill in the gaps. They already know the meanings of the words.  
 S<sub>2</sub> Let them read out their sentences when they finish. Check.

**Answers**

- |                     |                |                |
|---------------------|----------------|----------------|
| (i) sapling, fences | (vi) soil      | (xi) supply    |
| (ii) bamboo         | (vii) nurse    | (xii) declared |
| (iii) spray         | (viii) project | (xiii) inspect |
| (iv) manure         | (ix) benefit   | (xiv) jointly  |
| (v) decide          | (x) rewards    | (xv) spade     |



## LESSON 12

### THE KING OF FOOTBALL

- | <i>Items</i> | <i>Steps</i>   |
|--------------|--|
| 1. (a)       | S <sub>1</sub> Check if they have heard the name of Pelé. Tell the students that this lesson is about <b>Pelé, the great footballer.</b> |
|              | S <sub>2</sub> Read the four paragraphs aloud to class. See that the students are attentive.   |
| (b)          | S <sub>1</sub> Let the students read the instructions silently. Check if they have comprehended.   |
|              | S <sub>3</sub> Make them read a paragraph at a time and find a heading to match. Check.  |
- Answers (in serial order of paragraphs) :**  
 His many names; His early football career;  
 His successes; His other qualities.
- |        |   |
|--------|---|
| 2. (i) | S <sub>1</sub> Make them work individually. They must look for the information in the above paragraphs and write them out. The answers should be short. |
| (ii)   | S <sub>1</sub> Let them compare the answers with their partner.   |
|        | S <sub>3</sub> Correct with a the co-operation of the students. Ask a student to write the answers on the blackboard.                                   |

#### Answers

Arantes Do Nascimento Edson, Pelé, Sun God, Sussy, Dicko, King of Football  
 In a village in Brazil

His first trainer was his father, Dondinho. His later trainer was the Brazilian coach, Fiola. In 1957 he played his first match for Brazil in the National Team. He is a quiet man. He talks little and likes to listen to music. He recorded a song. He used to practise between six and seven hours every day.

Journalists thought him to be the greatest footballer or people called him "The King of Football". This was his greatest prize. Yashin was his rival (in football).

- |        |   |
|--------|---|
| 3. (A) | S <sub>1</sub> Let the students work in pairs and ask each other the questions. Move round and check if they are working. |
|        | S <sub>3</sub> When they finish, ask the whole class all the questions and make the students give the answers. Check.     |

#### Expected Answers

(Accept short answers). (i) Yes or No (ii) Yes, they did (iii) Let them calculate and answer (iv) In 1951 (v) (He was only) eleven years old (vi) We don't know/ The report doesn't say anything (vii) In 1957 (viii) In South America (ix) (He played against) Argentina (x) 1958 (xi) (He was) eighteen (years old then) (xii) To the north of Europe (xiii) Pearl is a dear/valuable gem, but it is silvery or bluish white in colour. Pelé was also very dear to everyone, but he had very dark skin, so people called him Black Pearl (*Note* that students will have to be guided to give this answer). (xiv) Yes, journalists voted to elect the greatest footballer and Pelé defeated Yashin by only one vote (xv) No, (he doesn't). They may also add the reason—that footballers usually play up to the age of thirty to thirty-five.

**Note :** that question (ix) should come before question (viii)

- |        |  |
|--------|--|
| 3. (B) | S <sub>1</sub> Let the students read the instructions silently. Check if they have understood. |
|        | S <sub>3</sub> Let them fill in the gaps individually. Check with class when they finish.      |

#### Answers 2

**Date of birth**—23 October, 1940.

**Nationality**—Brazilian.

**First game (played)**— Played for Santos Club in 1951.

**First World Cup Match**—played against Sweden in 1958.

**Goals in international football**—1000.

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
| 4.           | <p>S<sub>1</sub> Let the students read the instructions silently. Check if they have comprehended.</p> <p>S<sub>2</sub> Let them study the paragraphs in pairs and decide on the answers.</p> <p>S<sub>3</sub> When they finish, discuss the answers. Let them make an effort to speak in English. They may also use their mother tongue. <i>Do not</i> deal at length on this.</p> |

#### **Expected Answers**

*Last paragraph*—The first two sentences tell us about his nature. Pelé is still alive and so the verbs are in the present tense form. The next two sentences tell us about a past happening (in 1970) and so the verbs are in the past form.

*Second and third paragraphs*—the verbs are in the past form. The paragraphs tell us about past happenings.

- |    |   |
|----|---|
| 5. | <p>S<sub>1</sub> Let the students read the question silently. Check if they have understood.</p> <p>S<sub>2</sub> Let them write out the answers.</p> <p>S<sub>3</sub> Let the students read out the answers to class. Check. See that they use 'was born' and 'died' and not 'was died' or 'born'.</p> |
|----|---|

### **LESSON 13**

#### **A PROMISING YOUNG SWIMMER**

- |    |  |
|----|--|
| 1. | S Let the students read and study the bio-data carefully. Move round and check if they are reading. Help them to get the meanings of the new words: <i>career, event, guidance, honour, compete, senior, aware, trainer, quality, trial, advice, practice</i> etc. |
| 2. | S Oral work with whole class. When the students have finished reading, ask them the questions. Make the students repeat the answers aloud. So that everyone can hear. <b>Correct answers where necessary.</b>  |

#### **Answers**

(i) In 1981 (ii) 1983 (iii) No (the date of her birth is not there) (iv) Information about her mother, brothers and sisters is missing. There is no information about her school. Any other missing information may be accepted (Draw their attention to the singular verb to be used with 'information' as subject) (v) She was twelve (years old then) (vi) She is 16 (in 1985. This will vary in accordance with the year the students are reading the text).

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|----|--|
| 3. | <p>S<sub>1</sub> Let the students read the instruction. Check if they have comprehended.</p> <p>S<sub>2</sub> Let them work individually and fill in the gaps. Move round and check if they are working. It should not be difficult to fill in the gaps because the information is available.</p> <p>S<sub>3</sub> Check when they finish the first paragraph.</p> |
|----|--|

#### **Answers**

(Words given in serial order): is a very, young swimmer, joined a swimming, at the age of five, competed in the, 1979, in five events, ten years won six gold medals, Bombay, for trials at, for an event, 1982, did well, wasn't, competed with./

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|----------------|--|
| S <sub>4</sub> | Let them read the second paragraph and fill in the gaps. Move round and check. |
| S <sub>5</sub> | When they finish, correct with the co-operation of the students.               |

#### **Answers**

(In serial order): has the qualities of a great swimmer, needs guidance and scientific/aware of the his advice/

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|----------------|---|
| S <sub>6</sub> | Let them read out the paragraphs to their partners. |
|----------------|---|

- | Items  | Steps  |
|--------|--|
| 4. (i) | S <sub>1</sub> Let them read the instructions silently. Check if they have understood.             |
|        | S <sub>2</sub> Let them work in pairs and fill in the gaps.  |
| (ii)   | S <sub>1</sub> Ask them to read the paragraphs to their partners and see if they appear all right. |
|        | S <sub>2</sub> Correct with the co-operation of the students.                                      |

#### Answers

(In serial order): (a) events./compete, group./ trials, selection/ selects/ practise, guidance, trainer/

(b) won, honour./ follows, trainer./ Practice/ aware/

(c) qualities/ seniors/ career/ hard-working, advice/

## LESSON 14

### DIALOGUES

- S<sub>1</sub> Let the students read the instructions silently first. Check if they have understood.

S<sub>2</sub> Let them read the dialogue silently. Move round and help them to guess the meanings of new words: *trip, tourist, certainly, includes, charges, change.*

S<sub>3</sub> Now make them read the dialogue again with their partners. They must read in a low tone or else there will be a lot of noise. Move round and check.

S<sub>4</sub> Let them ask the questions by turns. Move round and guide them.

S<sub>5</sub> Oral work with whole class—Ask the same questions. Let the students answer. Correct if they go wrong. Accept short answers for they are more appropriate in conversations.

#### Answers

- (He's from) Manipur.
- (He wants to go to) Murshidabad.
- (He's talking to) the assistant at the Tourist Office.
- (He's travelling) by bus.
- (He's going to stay there for) one day.
- (It'll cost him) Rs. 70.
- No, (he'll get the meals).

Note: Encourage them to use the contracted forms:

*He's, I'll.*

- To follow the same procedure as above.

#### Answers

- (He wants to go to) the Post Office.
- The Post Office (is opposite the Health Centre).
- Mr Pradhan (wants to go there).
- No, he doesn't (know the place). He came here the day before (or yesterday).
- (He came to live here) a year ago.
- No, he doesn't (know all the places here).
- Mr Sur gave him the direction and so he thanked him.
- Mr Pradhan (makes a polite request) Excuse me. Could you tell me the way to the Post Office?



3. The same procedure as 1 and 2.

### Answers

- (i) Kajal (wants to stop learning English).
- (ii) Manik thinks he is making a lot of progress.
- (iii) No, he isn't.
- (iv) Yes, he does.
- (v) Yes, he can, but he can't speak it very well.
- (vi) Manik (is giving advice).
- (vii) Kajal must not give up. They will talk in English for one hour everyday.
- (viii) One must put in a lot of effort (to learn a language).
- (ix) Talking in English for one hour every day (is a good idea).

Encourage the students to use the contracted forms of words and short sentences. We do this in conversations even in our mother tongue.

4. S Ask the students to go back to the dialogues and make a list of the joined words.
5. S<sub>1</sub> Let them make a list of the verbs and nouns. Give them an example: charges (noun) includes (verb).
- S<sub>2</sub> Check with the co-operation of the students. Refer to the vocabulary list of the lesson given at the end of the book.
6. S<sub>1</sub> Let them work in pairs and match the sentences.
- S<sub>2</sub> Let a few pairs read out the dialogue.
- S<sub>3</sub> Correct.

### Answers

- Amal : Excuse me, is someone sitting here ?
- Stranger : No.
- Amal : Would you mind moving over one ? My friend and I can sit together then.
- Stranger : No, not at all.
- Amal : Thanks a lot.
- Stranger : You're welcome.
- Ask students : Where does Amal meet the stranger ? Study the dialogue and answer.
- Expected answer : Cinema hall or theatre hall or a dance show etc.

## LESSON 15

### PAYING FOR LETTERS

1. S<sub>1</sub> Read out the introduction and the dialogue to the class.
- S<sub>2</sub> Now let three students stand in front of the class and read aloud the dialogue.
2. S Let the students work in groups of three. Move round and check if they are reading the dialogue properly. Do not allow them to read loudly. Help them to guess the meanings of new words: *enter, necessary, postage, simple, pence, stupid, fellow, depends, refuse* etc.
- 3A. S<sub>1</sub> Let the students work in pairs and ask their partners the questions by turns. Move round and check if they are answering correctly.
- S<sub>2</sub> Correct with the co-operation of the students. Let them answer. Check.

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
|              | <b>Answers</b>  |
|              | (a) false (b) true (c) true (d) false (e) true (f) true (g) true (h) false.   |
| 3B.          | S <sub>1</sub> Let the students work in pairs and ask their partners the questions by turns. Move round and check if they are communicating. Guide where necessary. |
|              | S <sub>2</sub> Oral work with whole class. Ask individual students the questions. Let them answer. Check.   |

**Expected Answers**

(a) No, he didn't (b) Andy: Are you calling Mr Egan a fool? Postmaster Oh, Mr Egan's your master, is he? [The Postmaster called his master a fool. Andy got angry and asked the question, and so the Postmaster came to know his name.] (c) Yes, he did (d) The Postmaster told Andy to pay eleven pence. He would not give him the letter. Andy got very angry then (e) Andy would not pay eleven pence. He gave the Postmaster four pence and asked for the letter. The Postmaster became impatient then. (f) Yes, he was. (g) (Mr Durfy paid) four pence (for his letter). (h) (He wanted to pay) four pence. (i) Mr Egan's letter came from a longer distance. (j) Mr Egan's letter was a smaller one, so he would not pay eleven pence. (k) Yes, he did. (l) Yes, he did.

- 3C. Same procedure as above.

**Answers**

(a) No, we don't (b) No, we don't. We buy stamps or stamped envelopes or stamped postcards. We pay for postage in this way.

[Note that students will have to be helped to answer some of these questions, but they must make an effort to answer.]

(c) Let them give their personal opinions. Accept them. Make them read the play again. They will comprehend it more now.

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|--------|---|
| 4.     | S <sub>1</sub> Let them work individually and make a list. They ought to be able to do the work since they have done so before. |
|        | S <sub>2</sub> Check work with the co-operation of the students.  |
| 5. (a) | S <sub>1</sub> Let them work individually.  |
|        | S <sub>2</sub> Check with class when they finish.   |

**Answers**

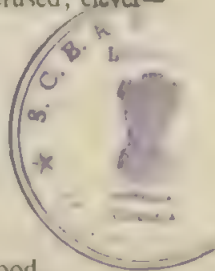
Leave—enter; rude—polite; necessary—unnecessary; agreed—refused; clever—stupid; bigger—smaller; patient—impatient.

- (b) Procedure same as above.

**Answers**

1—e; 2—h; 3—d; 4—g; 5—i; 6—b  
 [Note that it is an old British coin and it is no longer in use.]  
 7—a; 8—f; 9—c.

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|----|--|
| 6. | S <sub>1</sub> Let the students read the instructions. Check if they have understood.  |
|    | S <sub>2</sub> Let them work in pairs and fill in the gaps. Check with class when they finish. Let them correct by themselves. |



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**Items Steps**  
**Answers**

- E : Is there a letter for me?  
A : *There is one, sir*  
E : *Then give it to me.*  
A : *I haven't got it, sir.*  
E : *What do you mean?*  
A : *The Postmaster wouldn't give it to me.*  
E : *Why wouldn't he give it to you?*  
A : *He wanted eleven pence for it. I didn't give him eleven pence.*  
E : *Why?*  
A : *Mr Durré paid him only four pence and his letter was a small one.*  
E : *Go back and get it at once.*

S<sub>2</sub> Let them read the dialogue with their partners.

## LESSON 16

### CONTINENTS AND OCEANS

1. S Read the two short paragraphs aloud to class. Ask the students to be attentive.
2. S Now let the students read silently. Help them to guess the meanings of the words in context. They will be able to guess, for they have already learned about continents and oceans.
3. S<sub>1</sub> Let them read the instructions silently. Check if they have understood.  
S<sub>2</sub> Let them fill in the chart. Tell them to use their pencils.  
S<sub>1</sub> Check when they finish. Draw their attention to the spellings.
4. S<sub>1</sub> Let them read the instructions and fill in the chart in pencil.  
S<sub>2</sub> Check when they finish. Tell them to erase later on.
5. S Oral Work with whole class. Make students speak loudly. Repeat answers if all can't hear. The students will have to refer to the oceans and continents arranged in order of their sizes in 3 and 4 to get the answers to these questions.
6. (a) S Let the students work in pairs and ask their partners questions by turns. Move round and check.

#### Answers

Short answers should be accepted.

- (i) Everest (is the highest mountain in the world).  
(ii) The Ganga (is the longest river in India).  
(iii) No, December is colder than October is West Bengal.  
(iv) Yes, it is. (v), (vi), (vii) individual opinions to be accepted.  
(viii) Yes, (Delhi has a drier climate than Calcutta).

(b)

Procedure same as above—Answers will depend on class.

7. S<sub>1</sub> Let the students study the following chart silently. Move round and help them to get the meanings of the new words: *average, temperature, annual, range* etc.  
S<sub>2</sub> Now let them read and fill in the gaps in the two paragraphs that follow. Check when they finish.



**Answers (in serial order)**

more greater; bigger greater, hottest; coldest; colder, hotter.

[Note: draw their attention to the use of the definite article shown below]

**LESSON 17****LEARNING TO COMPARE**

1. (a) S<sub>1</sub> Let the students study the chart silently. They ought to be able to guess the meanings of age, weight and height by the data given. Check.  
 S<sub>2</sub> Now let them read the instructions below and work in pairs accordingly. Move round and check. Note that to answer the questions, they must study the chart over and over again. Short answers should be accepted.  
 S<sub>3</sub> Check answers with whole class.

**Answers**

(i) Given (ii) Mun Mun is as old as Thomas (iii) Abdul, Dhara and Koeli (are as old as Samir) (iv) Mun Mun (is taller than Thomas) (v) Abdul (is as tall as Dipak) (vi) No, (he is shorter than Mun Mun) (vii) No, (Abdul is shorter than Samir) (viii) No, (Dhara is younger than Mun Mun) (ix) No, (Koeli is taller than Dipak) (x) **Mun Mun is the tallest.**

- (b) S<sub>1</sub> Make the students change roles and continue in the same manner as above. Move round and check if they are able to answer the questions. Make them look at the chart again and again.  
 S<sub>2</sub> When they finish, check their answers orally with their co-operation. Short answers are more appropriate in conversation.

**Answers**

(i) Dipak (weighs as much as Abdul) (ii) Thomas (weighs more than Mun Mun) (iii) Dhara (weighs as much as Samir) (iv) Dalia weighs less than Koeli (v) Samir (weighs less than Dipak) Abdul (weighs as much as Dipak) (vi) Mun Mun (weighs more than Dhara) (vii) Thomas (weighs the most) (viii) Dalia (weighs the least) (ix) Dipak and Dalia (are the youngest students) (x) Dhara (is the shortest student).

2. (a) S<sub>1</sub> Let them read the instruction and work individually. They ought to be able to answer the question. Tell them to write the answers in their exercise books. **Warn them to number properly.**  
 S<sub>2</sub> Move round and check if they are doing their work. Help only if necessary.  
 S<sub>3</sub> Get students to read out the answers. See that they spell the names correctly. Answers may also be written on blackboard and students made to check their work.

**Answers**

(i) Latika (ii) Nargis (iii) Latika (iv) Nargis (v) Nasiruddin (vi) Nargis (vii) Latika (viii) **Somen and Nargis.**

- (b) S<sub>1</sub> Let them continue answering the questions. Move round and check.  
 S<sub>2</sub> Correct with the co-operation of the students as done above.

**Answers**

(i) Somen (ii) Dhiren and Subir (iii) Dhiren (iv) No, he isn't (v) Subir (vi) Yes, he is (vii) No, he isn't (viii) In Arts (ix) In History (x) Dhiren (xi) No, he travels a mile more (xii) Yes, they do. (They pay) 50 paise (each).

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
| 3. (i)       | <p>S<sub>1</sub> Let them read the instruction. Check if they have comprehended.</p> <p>S<sub>2</sub> Tell them to ask their partner and fill in one student's age, height and weight. The other can be done outside class and written out for homework.</p> <p>S<sub>3</sub> See if they can ask the questions:<br/>           (i) What's your age ? or How old are you ? (ii) What's your weight ? or How much do you weigh ? (iii) What's your height ? or How tall are you ?</p> <p>S<sub>4</sub> Move round and check if they are asking questions and writing out properly.</p> <p>S<sub>5</sub> Tell them to fill in the other gaps outside class.</p> |
| (ii)         | <p>Homework tell them to write out a few sentences comparing the two students.<br/> <i>Example:</i> A is older/younger than B, but B is taller than A. B weighs as much as/more/less than A, etc.</p> <p><i>Note</i> that they have done items 1 and 2 and so they ought to be able to write a few sentences. Ask them to check each other's exercises before they submit their work the next day.</p>  |

## LESSON 18

### INDIA AND THE UNITED KINGDOM

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|----------|---|
| 1 and 2. | <p>S<sub>1</sub> Read the instructions and check if they have understood. Let them look at their maps and find India and the United Kingdom.</p> <p>S<sub>2</sub> Read the questions and check if they have understood.</p> <p>S<sub>3</sub> Now read the following instructions and the paragraphs that follow slowly.</p>   |
| 3.       | <p>S<sub>1</sub> Let them read the questions silently again.</p> <p>S<sub>2</sub> Let them read silently the instructions that follow. Check if they have understood.</p> <p>S<sub>3</sub> Let them read about India silently. Move round and check. Help them to guess the meanings of new words. Refer to the vocabulary list for the new words.</p> <p>S<sub>4</sub> When they finish reading about India, tell them to read about the United Kingdom silently. Move round and check. Help them to guess the meanings of new words.</p> <p><i>Note</i> that this unit may take up the whole period for slow readers.</p> |
| 4.       | <p>S<sub>1</sub> Let them make an effort to answer the three questions in 1 to their partners. Move round and check. Help where necessary.</p> <p>S<sub>2</sub> Check their answers with their co-operation. Let some of them answer the questions aloud. Check.</p> <p><i>Note</i> that to answer questions (ii) and (iii), students will have to refer to the texts and calculate. See if they are doing so.</p>  |

#### Answers

- (i) India is much bigger than the United Kingdom (ii) It is 1552 km longer  
 (iii) India is fourteen times bigger than the U.K..

*Note* that they must divide and so it will take some time.

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
| 5.           | <p>S<sub>1</sub> Let them read the questions silently first. Check if they have comprehended.</p> <p><i>Note</i> that some of the questions require some elementary knowledge of geography to comprehend and answer.</p> <p>S<sub>2</sub> Let them work in pairs and make an effort to answer. Move round and check if they can. Give hints if necessary. Questions (iii) and second part of (iv) have a similar answer.</p> <p>S<sub>3</sub> When they finish asking each other questions, check with whole class. Ask them the questions and elicit answers. Check.</p> |

#### Answers

(i) Sunshine (ii) London is much colder than Calcutta. There are fogs and snow. Calcutta has a short winter and is never very cold, etc. (iii) It is far away from a sea or an ocean. Cold winds blow from the cold Arctic (iv) Yes, it is. It is far away from the sea. It is also further north than Calcutta (v) Summer is not pleasant in West Bengal. Late autumn and winter are pleasant times in West Bengal (Some may not agree that winter is pleasant. Accept the answer. Note that they have learned about the seasons in Class VI). (vi) Yes, (the summer is pleasant in the United Kingdom). (vii) Have a big wall map so that the children can check by themselves. Let them use the illustration in the text P50. They may even look at an atlas and label, for spellings will not be easy for them. See that they label at least the following: the Arabian Sea, the Bay of Bengal, the Indian Ocean, the Atlantic Ocean and the North Sea.

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| S <sub>4</sub> | Ask them to write out the other answers at home. Move round and check.   |
| 6.             | <p>S<sub>1</sub> Let them read silently and work in pairs. They will know the vernacular terms of the geographical words. Help them to guess.</p> <p>S<sub>2</sub> Let them fill in the gaps with the proper forms of the words given below.</p> <p>S<sub>3</sub> Let them read the paragraph to each other. Move round and check.</p> <p>S<sub>4</sub> Check with whole class.<br/>Ask students to read out their paragraphs.<br/>Answers may be written on bb.</p> |

#### Answers (in serial order)

Paragraph 1: more, fourteen, bigger than, longer, wider, about, north-west, Europe.

Paragraph 2: hotter, tropical, temperate, farther, colder, pleasant.

## LESSON 19

### WHAT HAVE YOU LEARNED?

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|----------------|--|
| S <sub>1</sub> | Read out the first sentence of the instructions. Check if they have comprehended. Tell them that their drawings need not be good. Move round and check.  |
| S <sub>2</sub> | Read out the second sentence of the instructions. Check if they have understood.   |
| S <sub>3</sub> | When they have exchanged their exercise books, read out the third sentence of the instructions. Let them respond. Note that responses will vary but see that they use the present perfect tense. |

#### Examples

X has drawn a ..... and a .....  
Ask as many students as possible.



- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
| 2.           | <p><b>S<sub>1</sub></b> Same as S<sub>1</sub> above. This time they'll have to write a letter or a word or a sentence. Move round and check.</p> <p><b>S<sub>2</sub></b> Same as S<sub>2</sub> above.</p> <p><b>S<sub>3</sub></b> Same as S<sub>3</sub> above. Make students who have not had a chance to respond to item 1 respond this time. Responses will vary, but see that the present perfect tense is used.</p> |

### Examples

X has written P or Y has written the word 'eat' or Z has written a sentence. He/She has written—A rose is beautiful.  
Give every one a chance to respond.

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|----|----------------------|--|
| 3. | <b>S</b>             | Let them read the instructions and the questions and study the 3 illustrations. Check if they have comprehended.   |
| 4. | <b>S<sub>1</sub></b> | Now let them read the instructions at the end and think about the illustrations.   |
|    | <b>S<sub>2</sub></b> | Ask them the questions beside the illustrations. Start with the first illustration and try to elicit various kinds of answers. Ask as many students as possible. |

### Example

He *has hurt* his leg/His mother *has beaten* him/He *has lost* his way. His sister *has taken* his doll etc.

*Note* that it will not be easy to use the participle unit of the perfect form. Prompting will be necessary. The perfect form will not be similar in their mother tongue.

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|----------------------|---|
| <b>S<sub>2</sub></b> | <b>Second illustration</b><br>Procedure same as S <sub>2</sub> . Let the students respond. Ask as many students as possible. Answers will vary. |
|----------------------|---|

### Example

Her son/daughter/grandchild *has written* the letter. He *has stood* first in the examination or An old friend *has written* the letter. She *has wished* her on her birthday and so on. Prompting will be necessary.

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|----------------------|---|
| <b>S<sub>4</sub></b> | Third illustration—Procedure same as first and second. Ask as many students as possible. Answers will vary of course. |
|----------------------|---|

### Example

They *have won* a match, so they are very happy or They *have won* the shield for the best class, so they are very happy etc.

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|-----|----------------------|--|
| 5.  | <b>S<sub>1</sub></b> | Read out the paragraph. Check if the students have understood anything.  |
|     | <b>S<sub>2</sub></b> | Make them read the paragraph silently again. Help them to guess the meanings of new words. Move round and check. |
|     | <b>S<sub>3</sub></b> | Ask two students to give the gist of the passage in their mother tongue.   |
| (i) | <b>S</b>             | Let them read the unit silently and answer the question orally. Ask a few students to answer orally.             |

### Answer

He/She can speak and understand his language mother tongue, but he/she cannot read or write at this age (at the age of three).

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|------|----------|---|
| (ii) | <b>S</b> | Let them study the chart and the instructions that follow. Move round and check if they have understood what they are expected to do. |
|------|----------|---|

- | Items  | Steps  |
|--------|--|
|        | S <sub>2</sub> Oral work with whole class. Encourage as many students as possible to respond. Help them to answer.   |
| (iii)  | S Individual Work: Make every student write about his/her own ability in the four skills. Move round, check and help. Correct their exercises while doing so if they finish. |
| 6. (i) | S <sub>1</sub> <b>Make them read silently and work in pairs.</b>   |
|        | S <sub>2</sub> When they finish, let them read the dialogue and check among themselves.  |
|        | S <sub>3</sub> Let them check with the others. Ask a pair or two to read out the dialogue to class. Check and make the students check.                                       |

#### Answers

(in serial order): have (you) finished, have just finished, have not (haven't) yet finished, has gone, will be, shall go 'am going, shall help, shall come/am coming.

*Note* that they may not be able to use 'am going/coming' You can suggest its use.

- (ii) Procedure same as S<sub>1</sub>, S<sub>2</sub>, and S<sub>3</sub> above.

#### Answers

(In serial order): have (you) been, have (just) come, Did (you) have, did, was, Was.

- S<sub>4</sub> Let the students read the next unit marked 'Learn' silently. Move round and check if they have understood.
- S<sub>6</sub> Let them read the instructions in the exercise and fill in the blanks. They will be able to fill in many of the past forms, but not all. Supply them with a dictionary and let a few students write the forms on the blackboard after consulting the dictionary. Any dictionary gives the forms, but the '*Advanced Learner's Dictionary*' has a list of irregular verbs at the end and its easier for the student to understand. Guide them where necessary. Let the others correct or take down the forms.

## LESSON 20

### PLANNING A PICNIC

- S<sub>1</sub> Let the students read the instructions, study the Minister's programme and the questions silently first. Move round and check. Help them to guess the meanings of new words like *charity*, *distribution*, *seminer* etc. (refer to vocabulary list).

S<sub>2</sub> Make the students work in pairs and ask their partners questions about the Minister's programme. The example should guide them. Move round and check. Make them change roles as soon as one of the pairs finishes asking the questions.

*Note* that the present continuous form is being used to talk about the future.
- S<sub>1</sub> Let some students read out the dialogue to class. See that the others are attentive.

S<sub>2</sub> Let the students read the dialogue again in groups of ten. See that they do not make a lot of noise while doing so. Let the following rows turn round and face their friends in the next rows— 1st, 3rd, 5th, 7th etc. Move round and check.

- | Items | Steps   |
|-------|---|
| 3A.   | <p>S<sub>1</sub> Do not change position. Let two students facing each other work in pairs and ask each other the questions. Move round and check if they are working. Help where necessary.</p> <p>S<sub>2</sub> When they finish, check with the co-operation of students.</p> |

#### Expected Answers

(i) Dilip and Gopal are not going. All the others are going, (ii) They are going to ask Mr Chakraborty, their class teacher. He may go (iii) (They are leaving) at 6 o'clock, (iv) (They are meeting) in the school building (They are going) by a luxury bus, (v) He is going to Puri (vi) No, he can't. He's going to Puri, too (vii) (They are going to cook) meat, fried rice, fish-fry and chatni (for lunch) (viii) (They're going to have) sweets, bananas and snacks. (ix) They are going out on a boat trip, (x) Tapan (is going to take photographs), (xi) Amit (is going to bring a record-player), (xii) Ranjit is going to bring some records.

*Note* that the 'going to' form is to be used here to express future *intention*, so encourage them to use the form where possible. Grammar note is not essential.

- |     |   |
|-----|---|
| 3B. | <p>S<sub>1</sub> Let them continue working in pairs. Make them read the instruction and check if they have understood.</p> <p>S<sub>2</sub> Let them read and tick off the appropriate alternative. Check answers with the co-operation of class.</p> |
|-----|---|

#### Answers

(i) /c/ (ii) /b/

*Note* that 'courses' may have to be translated in their mother tongue.

- |     |   |
|-----|---|
| 4A. | <p>S<sub>1</sub> Let them read the question. Check if they have understood.</p> <p>S<sub>2</sub> Let them work individually and write out answers for (i), (ii) and (iii) in their exercise books. Require them to write only a sentence or two for each.</p> |
|-----|---|

#### Probable Answers

should incorporate the 'going to' form Example: I'm going to do my homework in the morning/I'm going to help my mother in the morning/I'm going to wash my clothes in the morning etc. Give hints if necessary.

- |     |  |
|-----|--|
| 4B. | <p>S<sub>1</sub> Let them read the question silently. Check if they have understood.</p> <p>S<sub>2</sub> Oral work with whole class. Encourage students to say what they are going to do with the money. See that they use the 'going to' form.</p> <p>S<sub>3</sub> Let them write out a few sentences for homework.</p> |
|-----|--|

## LESSON 21

### CROWDED PROGRAMME FOR INDIAN CRICKETERS

- |    |   |
|----|---|
| 1. | S Let them read the instruction and study the programme. Move round and check. The names of countries may be difficult. Read it for them.   |
| 2. | <p>S<sub>1</sub> Let them read the instructions silently. Check if they have understood.</p> <p>S<sub>2</sub> Make them look at the programme and make a list of the games as shown. Let them work individually. They ought to be able to do it since all that is needed is to copy them out according to the dates. Move round and check.</p> <p>S<sub>3</sub> Check answers with whole class.</p> |



- | <i>Items</i> | <i>Steps</i>   |
|--------------|--|
| 3. (i)       | <p>S<sub>1</sub> Let two students read the dialogue aloud while the others listen to them.</p> <p>S<sub>2</sub> Now let them read the dialogue again in pairs. Ask them to read it softly.</p> <p><i>Note</i> the use of the continuous tense for future events. This form is being revised.</p> |
| (ii)         | <p>S<sub>1</sub> Now let them plan out another dialogue in pairs. Tell them to refer to the lists in 2. Help class to talk of games played in the past by mentioning the time. Tell them to follow the given model.</p>  |

#### Example

A : How ..... did they play in 1983?  
 B : Two  
 A : Which time of the year did they play?  
 B : From September to December.  
 A : Did they play the games in India?  
 B : Yes, they did.

- |    |   |
|----|---|
|    | S <sub>2</sub> Let them practise the dialogue with their partners. Move round and check.  |
|    | S <sub>3</sub> Ask them to make up another dialogue about games to be played in the future. Let them look at the list in 2. Move round and check. Help if necessary.      |
|    | S <sub>4</sub> Let them read out their dialogues in pairs. Check with class.  |
| 4. | S <sub>1</sub> Oral work with whole class. Ask them the questions and let the students look at the information given in the illustration and answer the questions. Check. |
|    | S <sub>2</sub> Now let them ask each other the same questions. Move round and check if they are conversing correctly.   |
| 5. | S Ask the class the question. Someone is sure to give the answer.   |

#### Answer

There is no information about the country/place. We do not know the month.

- |    |   |
|----|---|
| 6. | S <sub>1</sub> Let them read the instruction. Check if they have understood.            |
|    | S <sub>2</sub> Now let them work in pairs and fill in the blanks. Move round and check. |
|    | S <sub>3</sub> When they finish ask a few pairs to read out their dialogue. Check.      |

#### Answers

(in serial order) is going, will be, is coming, is walking, will be, will go, will be, will be, shall/will (not) be, shall be, going to do, going to.

## LESSON 22

### DISTANCE, SIZE, SPEED, WEIGHT AND TIME

- |    |  |
|----|--|
| 1. | S <sub>1</sub> Oral work with whole class. Let them study the planets.   |
|    | S <sub>2</sub> Ask them the six questions. Let them look at the illustration and answer the questions. Make other students repeat the answers so that everyone can hear. |
|    | <i>Note</i> that since the positions of the planets are clearly given, it should not be difficult for them to answer the questions.<br>Short answers should be accepted. |

#### Example

(ii) Venus (is nearest to the Sun).

- | <i>Items</i> | <i>Steps</i>   |  |
|--------------|----------------|--|
| 2.           | S <sub>1</sub> | Read out the instructions and the problems. Let them listen.   |
|              | S <sub>2</sub> | Make them read the problems silently again. Move round and check if they are reading. Help them to guess the meanings of new words. Refer to vocabulary list.  |
| 3.           | S <sub>1</sub> | Let them work in <i>groups</i> of four. Make them read the problems part by part and fill in the chart as shown.   |
|              |                | <i>Note</i> that the students must understand the language of Mathematics. They must also understand that the calculation is made on a supposition—that the planets are on the same axis at that point of time.<br>Move round and check. |
|              | S <sub>2</sub> | When they finish, check answers with whole class. Let groups read out what they have written in the four columns of their chart. Check with class. The answers may be written out on blackboard.   |
|              |                | <i>Note</i> that a lot of writing is involved in this work. A lot of calculation also is involved, but it should be interesting to work in a group.  |
|              |                | Answers may be written out on blackboard.  |

(ii) How much greater is the diameter of the earth than that of Mars?	The earth's diameter is 12,756 km. Mars's diameter is 6,787 km.	Subtraction	It is 5,969 km. greater than that of Mars.
(iii) How many months of 30 days would this be?	It takes Mars 687 days to move round the sun.	Division	More than 22 days—nearly 23 days.
(iv) How much farther from the Sun is Neptune than Mars?	Neptune is 4,496, 600,000 km. from the sun. Mars is 227, 900,000 km. from the sun.	Subtraction	Neptune is 4,268, 700, 000 km. farther from the sun than Mars.
(v) How many hours would it take the plane to reach Mars?	Mars is 74,700,000 km. from the earth. Suppose a jet-plane could fly 1120 km. per hour.	Division	It would take 666, 696 hours.
(vi) How many kilometres does it travel round the sun in a 24 hour day?	The earth moves round the sun at 110,000 km. per hour.	Multiplication.	It travels 2,640, 000 km. in 24 hours.
(vii) How many times greater is Jupiter's diameter than the earth's diameter?	Jupiter's diameter is 133, 500 km. The earth's diameter is 12,756 km.	Division	It is more than 10 times greater.
(viii) How many kg. will he weigh on Mars?	Suppose a man weighs 80 kg. on earth. He will only weigh 38 per cent of this on Mars.	Multiplication and Division	He'll weigh about 15 kg. on Mars.

(ix) How many kilometres does this light travel in a minute?	Light travels at a speed of about 300,000 km. per second.	Multiplication	It travels 18,000, 000 km. per minute
(x) What per cent of all these stars did you see?	On a clear night you saw 1,800 stars. It is possible to see 5,000 stars in a year.	Division and Multiplication	36 per cent.

**Learn** 4. Draw their attention to the use of the article given and help the students to learn to read and write figures.

## LESSON 23

### MAKING REQUESTS

- Items**      **Steps**
1.       $S_1$       Read the paragraphs aloud to class. Note that requests have to be made with a rising tune e.g. Will you come here ?
- Note:* In fact, from the beginning of their course in class VI, the teacher has been using polite forms when giving directions, except when he/she is irritated. In real life we normally make requests rather than command people.
- $S_2$       Let the students read aloud to their partners. Move round and check.
- $S_3$       Help them to guess meanings of new words. Refer to the vocabulary list for the words.
- $S_4$       When they finish reading, check if they have understood what they have read in the three paragraphs. Students may be asked to give the gist of each paragraph in their mother tongue.
2.       $S_1$       Let them work in pairs and match A with B. Read the sentences out to them with proper intonation.
- $S_2$       When they finish doing so, ask them to read the dialogues.
- $S_3$       Ask pairs to read out each item. Check.
- Answers**  
(i) with a); (ii) with c); (iii) with e); (iv) with d); (v) with f); (vi) with b).
3.       $S_1$       Let them continue working in pairs and fill in the gaps. Move round and check.
- $S_2$       Tell them to go through the exercise when they have filled in the gaps.
- $S_3$       Check with the co-operation of the students. Ask some students to read out their sentences and correct if necessary.
- Answers (in serial order)**  
interrupt, apologize, excuse, tones, loud, polite, low, requests.
4.      S      Same as 3. Make them read the dialogues with their partners before you check with class.
- Answers (in serial order)**  
(i) You, me your    (ii) you, the    (iii) post this/the    (iv) I get a, of, you are, is it?    you are, Thank you very much.



## LESSON 24

### AN INVITATION TO DINNER

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
| 1.           | S Let the students read the unit silently. Move round and check. Help them to get the meanings of new words if necessary. |
| 2.           | S When they finish reading, ask them to read the dialogue with their partners.  |
| 3A.          | S <sub>1</sub> Let them read the statements with their partners and decide whether the statements are true or false.      |
|              | S <sub>2</sub> When they finish, check their answers with their co-operation. Ask students to give their answers orally.  |

#### Answers

(i) False, (ii) True (iii) False—there is no information about it; (iv) False, (v) True, (vi) True, (vii) True, (viii) False—Vimla is coming for dinner. It can't be in the morning.

- |           |  |
|-----------|--|
| 3B and C. | S ORAL WORK with whole class. Ask the students to answer the questions. Check. Repeat answers so that everyone can hear. |
|-----------|--|

#### Answers

B(i) Twice, (ii) She thanks Gita for the invitation. She wants to bring her camera and album. Gita permits her and so she thanks her again. (iii) Vimla will take photographs and show them the pictures in her album. 'That' refers to taking photographs and showing pictures in her album. Note that students will not know the word 'refer', so help them. They may also state in any other form. It does not matter. It is comprehension which is being checked. .  
 (iv) Please bring your camera and album 'bring your camera and album, please.  
 (v) Any probable answer may be accepted.

#### Example

Gita's father is a journalist, too. Mr Mitra met Mr Rao at a conference.

C (i) Can you come to dinner?

(ii) Shall I bring my camera and album?

- |     |   |
|-----|---|
| 4A. | S <sub>1</sub> Let the students read the introduction, instruction and the dialogue silently. Check if they have any difficulty with words. |
|     | S <sub>2</sub> Let them fill in the blanks individually.  |
|     | S <sub>3</sub> Tell them to read the dialogue with their partners before they check with you.   |
|     | S <sub>4</sub> Check with the co-operation of the students.   |

#### Answer (in serial order)

you come and, at our, pleasant love to, like to see the. you come during in the. Vacation, be very pleasant good, I can, I thank you for the

- |        |   |
|--------|---|
| B. (i) | S <sub>1</sub> Let the students read the instructions and the dialogues that follow. Check if they have understood.   |
|        | S <sub>2</sub> Let them practise with their partners without looking at the dialogue. Tell them to use different forms of requests, change day and other language use, if they can. Move round and check. |
| (ii)   | Procedure same as (i)   |

<i>Items</i>	<i>Steps</i>
C.	S <sub>1</sub> Let the students read the instructions and the note. Check if they have understood.
	S <sub>2</sub> Let them work in pairs and ask each other the questions and get the answers. Move round and check.
	S <sub>3</sub> Ask a few students the same questions. Let them state one thing that they like very much and another thing that they would like to do. Encourage them to give different answers.

*Note:* Draw their attention to the use of should/would in the first person. 'Should' is grammatically more correct than 'would', but both are used nowadays.

**Answers will be different.**

## LESSON 25

### WRITING LETTERS

1. S<sub>1</sub> Let the students read the instructions silently.
- S<sub>2</sub> When they finish reading, check if they have understood.
- S<sub>3</sub> Let them read the letter now. Move round and check.
- S<sub>4</sub> Ask questions about the form of the letter.

#### Example

T : Where do we write the address?  
 S : At the top right hand corner  
 T : What do we write on the first line?  
 S : The number and name of the street or road, the name of the locality or baste etc.  
 T : What do we write below this?  
 S : The name of the post office and district.  
 T : Where do we write the date?  
 S : Below the address.  
 T : How do we write the date?  
 Show them the different ways. They learned to write dates in Class VI—Lesson 41.  
 Draw their attention to the punctuation.

Ask similar questions about the beginning/ending and the address on the envelope.

- S<sub>5</sub> Ask what the letter is about. Who has written the letter? To whom has he written the letter?

2. S<sub>1</sub> Let the students read the instructions silently. Move round and check.
- S<sub>2</sub> Check if they have understood when they finish reading.
- S<sub>3</sub> Now make them write a reply in their exercise books. Warn them to be neat and punctuate properly. Move round and check. They have already learned to make requests. Tell them to use any form that they have learned. Check as many exercises as possible while moving round. Insist on neatness.
- S<sub>4</sub> Ask students to read out their letters to class. Check while doing so. Also ask their partners to check the forms.

*Note* that a student may not be able to spell the name of his village or locality or post office or district etc. in English. Write on the blackboard and show him.

<i>Items</i>	<i>Steps</i>	
3. (i)	S <sub>1</sub>	Let them read the instruction and the unit. Check if they have understood.
	S <sub>2</sub>	Let them write the address in their exercise books. Insist on neatness.
	S <sub>3</sub>	Check. Write the address on blackboard and let them correct their own exercise.
(ii)		Procedure same as above.

#### Answers

(i) Mrs Anwara Ali/Begum Anwara Ali C/o. Md. Aminuddin Ali Lok Seva Sibir, Vill. & P.O. Bara Andulia District Nadia, West Bengal	(ii) Sm/Mrs Arati Desai 12, Shalimar Apartments Ansari Road, New Delhi PIN-110 002
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## LESSON 26

### THE HOLE UNDER THE COAL

- S<sub>1</sub> Read the story aloud to class. Ask them to be attentive.

S<sub>2</sub> Let the students read the story silently again. Do not allow them to point and read. Move round and check. Help them to guess the meanings of the new words in context. Refer to vocabulary list.

*Note* that the students will take some time to read this long story.
- S<sub>1</sub> Tell them to put up their hands when they finish reading. Those who finish reading earlier may be asked to study the questions in 2.

S<sub>2</sub> Oral Work with whole class—Ask them the four questions of this unit. Let them make an effort to answer. Help them a little where necessary, but do not answer for them. Repeat the questions as well as the answers so that all the students can hear.

S<sub>3</sub> Homework—to write out the answers of the above questions at home.

#### Answers (some of the wordings may be different)

- (i) She is quiet and speaks softly (or is soft-spoken) (They may give two sentences).
- (ii) She is a friend and guide to every one in the family.
- (iii) She is a real detective and discovers /finds out lost things/articles.
- (iv) She doesn't worry or get angry.
- (b) 'absent-minded'—accept mother tongue equivalent. Everyday she misplaces her keys or purse and then blames others. And then Kamaladidi discovers the lost article. It is either .....somewhere else.
- (c) (i) False. She blamed her son or daughter.  
(ii) False.  
(iii) True—not *all* things but *many* things.
- (d) The rats could bite her fingers, so she was afraid.

- S<sub>4</sub> Tell them to write out the above answers in their exercise books at home.

- S<sub>1</sub> Let the students work individually. Check if they have understood the instructions. They have already seen and learned to ask questions beginning with the words 'do' 'have' 'be' etc. There are such questions in this story, too. Draw their attention to them.

S<sub>2</sub> When they finish, check with them. Ask students to read out the questions and answers aloud.



**Items Steps**

**Answers (in serial order)**

Did you take them to your room ?  
 Rabi, have you seen them ?  
 Kamala, are they in the kitchen ?  
 Have you looked for them in my room ?

- S<sub>1</sub> Make them read the dialogue in groups of four. Move round and check.
4. S<sub>1</sub> Let the students read the instructions silently. Check if they have understood.  
 S<sub>2</sub> Now let them work in groups of four and ask their friends questions. Let them answer. Move round and check.  
 S<sub>3</sub> When they have worked for a few minutes get them to work in two big groups. Make a student from a group ask a question and let another student from the second group answer it. Go on in this way for a few minutes. Encourage them to use 'do' and 'be' forms as well.
5. S Work with whole class. Ask them the questions and let them answer. Accept any answer that is reasonable. Repeat answers so that everyone can hear.
6. (a) S<sub>1</sub> Let them work in pairs and match **A** with **B**.  
 S<sub>2</sub> When they finish, check with the co-operation of the students.

**Answers**

(i) with (d); (ii) with (f); (iii) with (h); (iv) with (e); (v) with (g); (vi) with (b); (vii) with (c); (viii) with (a).

- (b) S<sub>1</sub> Let them work in pairs and fill in the blanks. Move round and check.  
 S<sub>2</sub> When they finish, correct with the co-operation of the students.

**Answers**

(i) flashing (ii) depend (iii) spice (iv) bend (v) knots.

## LESSON 27

### THE HAUNTED HOUSE

1. S Read the questions and the story aloud to class. Ask the students to be attentive.
2. S<sub>1</sub> Ask them to read the instructions. Check if they have understood.  
 S<sub>2</sub> Let them read the story silently. Move round and help them to get the meanings of new words. Refer to the vocabulary list. Do not allow them to point and read.  
*Note* that fast readers will finish reading before slow readers. Let them study the next question while the others read on.
3. S<sub>1</sub> When they finish reading, ask them to read the instructions. Check if they have understood.  
 S<sub>2</sub> Let them work in pairs and ask each other the five questions in 2. Move round and check if they are really communicating. Help a little where necessary.

**Expected Answers**

(i) He used to come to that house. He did not live there. (ii) Mohon was a tenant of Mr De. We don't know, but he knew Devilal very well. (iii) Yes, he did (iv) No, he didn't (suspect him). (v) The writer doesn't tell us anything. (The police heard about Chambal. They may go to Chambal).

**Items****Steps**

4. S<sub>1</sub> Let the students read the instructions. Check if they have understood.  
 S<sub>2</sub> Get them to work in pairs and fill in the blanks.  
 S<sub>3</sub> When they have done so, let them read the dialogue and see if it sounds all right.  
 S<sub>4</sub> Check with whole class. Ask a group of three to read out the dialogue.

**Answers (in serial order)**

*Was the front door locked ? Did you see anyone inside them ? Did you walk into the house ? Did we find you there ? Who are they ? Does Mohon go to Devilal's house everyday, Mr De ? Where did they go, Subir ? Did they talk about any place ?*

- S<sub>5</sub> Let another group of three read the dialogue aloud to class again.  
 S<sub>6</sub> Tell them to read it outside class and write out the dialogue for homework.
5. S<sub>1</sub> Let them read the instruction. Check if they have understood.  
 S<sub>2</sub> Now let them work in pairs and decide if the statements are true or false.  
 S<sub>3</sub> Check with the co-operation of the students.

**Answers**

(i) False/We don't know (ii) True (iii) He found out some truth (iv) True (v) True (vi) We don't know/The story does not tell us this/False (vii) True. (Accept any reasonable answer. Give them the freedom to speak).

6. S<sub>1</sub> Get the students into groups of four. Let them ask one another the questions. Move round and check if they are working and making an effort to answer. Help where necessary.

*Note that the students will not find it very easy to answer the questions. They will have to think, read parts of the story again and sometimes give their opinion. Tell them about all this at the beginning.*

- S<sub>2</sub> After they have made an attempt to answer the questions, get out the answers from the students. Have oral work with the whole class.

**Expected Answers**

(which may vary) (i) The cobwebs, dust and the mice scampering across the room (made the house look like a haunted house.) (ii) Answer not to be found in text. Reasonable opinion may be accepted e.g. He didn't like the man/people did not know much about him/Devilal's movements looked suspicious etc. (iii) Yes, he was. He wanted to know about the relics/He wanted to find out about Devilal/He wanted to find out the truth about Devilal. (iv) Yes, he did. He told them about Devilal's hide-out in Chambal. (v) We don't know/Relics/Stolen relics. (vi) Chambal, "He'll be a nuisance" thought Devilal. (vii) Yes, he did. The police found Subir. Subir told him about the helicopter and Chambal, their hiding place. (viii) He was guarding the house/He was helping Devilal (in his secret business). It was not a good business.

7. (i) S<sub>1</sub> Let the students read the note and instruction. Check if they have understood.  
 S<sub>2</sub> Let them make lists of -ing and -ed words used before nouns from the story.  
 S<sub>3</sub> When they finish, check with class.  
*Lists: unlocked door; well-lighted room; creaking sound; hiding place.*  
 S<sub>4</sub> Exercise. Let them read the instruction and the example. Check if they have understood.  
 S<sub>5</sub> Make them work in pairs and fill in the blanks. Move round and check if they are working.  
 S<sub>6</sub> Check answers with the co-operation of the students.

**Items****Steps****Answers**

(a) moving bus (b) singing bird (c) broken chair (d) flying fish (e) frightened child  
(f) stored-food (g) boiling water (h) folded hands.

7. (ii)

**S<sub>1</sub>**

Let the students work in groups of four. Ask them to read the note, examples and the instruction given in the exercise. Check if they have understood. Move round.

**S<sub>2</sub>**

Get them to work out the exercise. Each group will have one set of exercise done—let them match the words and then write out the sentences. Everyone in the group should be involved in the work. The group leader should write down the answers.

**S<sub>3</sub>**

When they finish, correct with the co-operation of the students.

**Answers (Words matched)**

home address; chicken curry; film star; kitchen garden; summer vacation;  
ball pen; business man; Ranaghat Passenger; World Cup; birthday party.

Sentences of the groups will differ. Ask group leaders to read out their sentences. Correct with the co-operation of the students. Final checking of the group exercises (checking spelling and construction) may be done later.

8. (i)

**S<sub>1</sub>**

Let the groups continue with the work and match the opposites.

**S<sub>2</sub>**

Check with the co-operation of the students. Students may be made to write the answers on blackboard.

**Answers**

dead—alive; secret—open or known; beautiful—ugly; disappeared—appeared;  
foreigner—native; push—pull; whisper—shout; tie—unfasten; tenant—landlord.

(2)

**S<sub>1</sub>**

Let the groups continue working. Ask them to read the instructions and fill in the blanks.

*Note* that the two paragraphs give the ending of the story.

**S<sub>2</sub>**

When they finish, correct with their co-operation.

**Answers (in serial order)**

clue, investigation, helicopter, Chambal, helicopter, excited, afraid, hurried,  
lamp, lay, excited, historian, relics.

**S<sub>3</sub>**

Make them read out the paragraphs to their group.

(b) (ii) to (v) **S<sub>1</sub>**

Let them continue filling in the gaps.

**S<sub>2</sub>**

Check when they finish with their co-operation.

**Answers**

(ii) creaking sound (iii) excitement (iv) cobwebs, mice, nuisance, relics, fetch  
(v) scamper.

**S**

Ask them to read out the sentences to their group



## LESSON 28

### REVISION

*Note that some of the items in this unit will need a whole period.*

- | Items | Steps  |
|-------|--|
| 1.    | <p>S<sub>1</sub> Let them work in pairs and fill in the gaps to get a story. Move round and check if they have any difficulty with the two or three new words.</p> <p>S<sub>2</sub> Check with the students what they have written to get sentences for the outline.</p> |

**Expected Answers** (which may differ a little)

Write it on blackboard.

(i) A dog *sees* meat in a butcher's shop (ii) The butcher *is* not looking, *so* the dog *quietly* steals some meat (iii) He holds the meat *quite* tightly in his mouth and runs *quickly* down the road (iv) He comes to a bridge *across* over a river (v) When crossing the bridge he looks down. He *sees* his own reflection. He thinks that *is* another dog. He wants more meat. He wants that meat piece of meat also (vi) He opens his mouth to take that piece of meat/meat. His own piece falls *into the water and he has* nothing left.

- |    |   |
|----|---|
| 2. | <p>S<sub>1</sub> Let them read the instructions. Check if they have all comprehended.</p> <p>S<sub>2</sub> Now let them write out the story using the past form of the verbs. The good ones may add words and sentences if they wish to. The others may only change the verb forms and rewrite the story.</p> <p>S<sub>3</sub> Check with them when they finish. Ask a few students to read out the story. <b>Comment when they finish reading.</b></p> |
| 3. | <p>S<sub>1</sub> Make them read the note and the instructions. Check if they have understood <b>when they finish reading.</b></p> <p>S<sub>2</sub> Let them attempt to write out the story with the help of the verbs. Move round and check. <b>Help them where necessary.</b></p>  |

*Note that they have done this kind of work in Lesson 3.*

- S<sub>3</sub> When they finish, check with the co-operation of the students as usually done. Make students read out parts of the story. Comment when they finish doing so.

**Answers** (with slight changes here and there)

One (hot summer) day a crow *was* thirsty. He looked for water. He *flew* here and there. At last he *found* a pitcher. There *was not much* water in it. There *was only a little* water at the bottom. He could not drink it. He *tried to break* the pitcher with his beak, but he *could not do it/did not succeed/was not successful*.

The crow *was clever*. He *looked about* and *saw some stones* lying nearby. He *brought* them and *dropped* them, *one by one*, into the jug. The water *came up to the top* of the pitcher. Now the clever crow *could reach* the water. He *drank* it and *flew away*.

- |    |   |
|----|---|
| 4. | <p>S<sub>1</sub> Let them read the instruction, look at the programme and the questions that follow silently.</p> <p>S<sub>2</sub> Oral work with whole class. Ask them the questions. Let them look at the programme and answer.</p> |
|----|---|

*Note* that the past continuous form will have to be used to answer most of the questions. For (iv), (vii) and (ix) the past forms will have to be used. No. (xii) will have to be answered in the present continuous form.

- | <i>Items</i> | <i>Steps</i>  |
|--------------|---|
|              | S <sub>1</sub> Ask them to write the answers for homework and then get them checked with the help of group leaders before the exercises are checked by you. |
| 5.           | S <sub>1</sub> Let them study the chart and the instructions. Check if they have understood what they are expected to do.                                   |
|              | S <sub>2</sub> Let them work individually and write out at least two sentences each about the four persons.   |
|              | S <sub>3</sub> Check with the co-operation of the students.   |

### Answer Example

Venkat can speak, read and write English. He also understands spoken English and can sing very well.

*Note* that they ought to be able to do this exercise since they have done a similar exercise in Lesson 19.

- |    |   |
|----|---|
| 6. | S <sub>1</sub> Let them fill in the blanks and then read the dialogue with their partners. Move round and check if they are doing it all right. |
|    | S <sub>2</sub> Check with the students. Let pairs read out their dialogue.  |

### Answers (in serial order)

there; there were; stories; Have, there; there were; there are, there are, there are; There are, There is

- |        |  |
|--------|--|
| 7. (a) | S <sub>1</sub> Let them read the instructions and the passage. Help them to get the meanings of new words. Move round. |
|        | S <sub>2</sub> Let them fill in the gaps.  |
|        | S <sub>3</sub> When they finish, check with whole class.   |

### Answers (in serial order)

in the, used to live, people in the. Their, were. They, used to, a, of, piece of, used to, used to, were, of, was, used to, ate, and, some, and.

- |     |  |
|-----|--|
| (b) | S <sub>1</sub> Let the students read the unit. Check if they have understood what they are expected to do.   |
|     | S <sub>2</sub> Ask them to work in pairs. Let them discuss and write out a few sentences.  |
|     | S <sub>3</sub> Check with class when they finish. Ask a few students to read out their sentences. Correct and give opinion when they finish reading out. |

### Probable Answers

Prices of everything used to be cheaper in those days. They used to buy rice at rupees one a kilo etc. Clothes were cheap, too. They used to get a saree for rupees three only and they used to get good sarees, too. People used to live simple lives and there was much discipline everywhere. Boys and girls used to listen to older people etc. (Accept anything that sounds all right).

- |                        |   |
|------------------------|---|
| 8(a) & (b)<br>9 and 10 | Procedure should be the same for all. Let the students work individually. Correct with their co-operation when they finish. |
|------------------------|---|

- |     |  |
|-----|--|
| 11. | <i>Note</i> that this is a revision of the present continuous, past and 'going to' (for future of intention) forms. If this exercise is being done on a Monday in your school, then the students will not have the opportunity to use the past forms. Do not dwell on the forms, but on the use that will indicate the time. |
|-----|--|

- |     |   |
|-----|---|
| 12. | Same procedure as above. Let them look at the illustration and fill in the blanks with the given prepositions. Move round and check if they are reading and filling in the gaps. Correct with the co-operation of the students. |
|-----|---|

## Items Steps

- 13.(i) & (ii) Here is more revision work of past happenings, and 'going to' form to express ones future intentions.

14. Procedure as directed.

### Answers

(i) Fine, thank you (ii) Same to you. (iii) It's lovely. Thank you (iv) No, I won't (v) Sorry, I'll bring it tomorrow (vi) Sorry, I'm using it (vii) Both acceptable (viii) Oh yes, thanks (ix) Good bye (x) Yes, please.

- 15.(a) & (b) Procedure as directed. Let students work on their own as they have done throughout the year. Move round and check. Correct with their co-operation when they finish. Encourage them to use the short or contracted forms.

### Answers

- a) (i) I've *just read* or *have just read*  
 (ii) haven't brought  
 (iii) speak, has just gone, *Is he coming/Will he come*  
 (iv) got, has already read.  
 b) (i) was, wanted, get. said. *Have you done*, asked. have finished, replied. may go.  
 (ii) met, did not see  
 (iii) gave, has spent, has bought.

16. (a) Have oral work with whole class first and then make them write out the answers.  
 Note that some of the answers will depend on personal likings.

### Example

Cricket is *more* interesting/exciting *than* football or Cricket is *as* interesting/exciting *as* football etc.

- (b) Free composition on the use of comparatives. Have oral discussion with class first and then ask them to write out a paragraph.

17. Note that this exercise is a further revision work on asking questions of various types. The students should fill in the gaps and then read the dialogue with their partners. Corrections should follow after that.

### Answers

Did you know anything about Mr Devilal Singh? Have you been to his house before? What did you see in the house then? Did you go to his house during this holiday? Did you ever see him in the house? Was it before 5 o'clock?

18. This should be done individually by the students and their exercises should be corrected. A few could be corrected (the good ones) with the co-operation of the students in class.

Help them with words and constructions where necessary.

Note that they have done one possibility of the ending in Lesson 27 and now this is another possibility. They are learning to fill in missing information and this ought to be interesting.

19. S<sub>1</sub> Let them read the basic rules about punctuation which they have already noticed.  
 S<sub>2</sub> Get them to do the exercise by themselves.  
 S<sub>3</sub> Correct with the co-operation of the students.



**Items**      **Steps**  
**Answers**

- |  |   |
|--|---|
| 1. My brother is twenty-one.                 | 6. "Had you met Devilal before?" asked the policeman.   |
| 2. Please come at 2 p.m.                     | 7. That is Rahim's book.                                |
| 3. We do not have classes on Sunday.         | 8. How many Fridays are there this month?               |
| 4. Gopal lives at 24 Harish Chatterjee Road. | 9. Sri Mohon Chopra<br>187, Kalighat Road, Calcutta-25. |
| 5. The meeting is at 2 o'clock on Tuesday.   | 10. December 15, 1984.                                  |

## THE POEMS

At this stage poetry should be taught for the sake of rhythm, sound and word-pictures. Explanations should be avoided. Elucidation by simple questioning will create a more effective contact between the poem and the student than explanation and paraphrase.

There is one important difference between the teaching of prose passages and the teaching of poetry. In the former, we have been recommending silent reading, but in the teaching of poetry reading aloud is essential. It must be done by the teacher first and it *must be well done*. Students may be allowed to read later only if they can read it well. Even then guidance will be necessary.

Reading can provide good practice in *rhythm* and *intonation*. The *stresses must be right* or the rhythm will be spoiled. With a large class it is often advisable to have the chorus reading done in groups. This must, of course, be well guided. Students usually have trouble with pauses, but it is essential that they be observed, for they have a great deal to do with the emotional content of a poem as well as its meaning.

The beats given are the more frequently occurring ones.

### Poems

#### Four Ducks on a Pond

**Items**      **Steps**  
1. (a)      S

Read the poem aloud to class clearly and with pauses twice. *Beats*—2 for each line.

*Note* the pauses.

Four ducks on a pond/  
A grass bank beyond/  
A blue sky of spring/  
White clouds on the wing//  
What a little thing/  
To remember for years//  
To remember with tears//

(b)      S      Ask them the question. It should not be difficult to give the rhyming words. They may not know the meaning of 'rhyme'. Tell them.

2.      S<sub>1</sub>      Divide the class into two groups and help them to read according to the direction given. Ask them to read softly.
- S<sub>2</sub>      Let them read in smaller groups. Move round.

Items	Steps
	S <sub>3</sub> Let individuals read silently and draw a picture of the scene. Accept any simple drawing

### Example



Move round and check. Encourage them

- S<sub>4</sub> Ask them the questions that follow (4-10). They'll be able to answer. Don't give the answers.

### Answers

4. ducks 5. a grass bank 6. the sky is blue and the clouds are white 7. they are on the wing—they are flying 8. Spring 9. Yes 10. the scene.

### What are You Going to Be ?

1. S Read the rhyme aloud to class twice. Let the students listen.  
*Beats:* 3 for all lines with one missing beat at the end.
2. S<sub>1</sub> Help the students to read in two groups as done in the first poem. Tell them to read it softly.  
S<sub>2</sub> Let them read in smaller groups. Move round and check.
3. S<sub>1</sub> Let individual students fill in the gaps. Ask them to choose their own profession.  
S<sub>2</sub> Ask as many students as possible.

### Who has Seen the Wind ?

- S Read the poem aloud to class twice.  
*Beats:* 3 for each line with one missing at the end.

*Pauses:* 'Who has 'seen the 'wind? ... /  
'Neither 'I nor 'you, ... /  
But 'when the 'leaves hang 'trembling ... /  
The 'wind is 'passing 'through. ... //

1. S Now let the students read the poem softly to their partners as directed. Move round and check.
2. S Oral Work—Ask the students the questions. Let them answer. Check if necessary.

**Items Steps**

**Answers**

(i) No (ii) Leaves, 'move' or 'shake' (mother tongue equivalent may also be accepted (iii) Trees (iv) The wind is passing by (v) 'through' rhymes with 'you', 'by' rhymes with 'I'.

Do not answer for the students. Let them give the answers.

3. S Let them recite the first stanza. Help them a little. Refer to the hints given in the outline.

**Running Through the Rain.**

1. S Read the poem aloud to class twice.

*Beats:* 3

*Pauses:* note the punctuation marks and the sense groups.

'Some are 'fond of 'sunshine:/  
'Well/ 'so am 'I./  
But I 'like the 'rain, 'too,/   
'Falling 'from the 'sky.//

2. S<sub>1</sub> Make four groups read the four stanzas in chorus.

S<sub>2</sub> Now let them read the poem with their partners. Ask each one to read the alternate stanzas without pausing in between. Move round and check.

- 3-8. S Oral Work—Ask the students the questions. Let them answer. Check if necessary.

**Answers**

3. Personal opinion to be accepted—I like the sunshine/rain. The poet likes both.

4. Running in the rain.

5. Pitter, patter. Accept mother tongue equivalents.

6. Someone is speaking. Bright-eyed little blossoms. They should read out stanza 4.

7. They will suggest first. Give names only if they can't. You may read out a poem, too, if necessary.

**Expected answers**

8. (i) I and sky (ii) plain and rain (iii) way and say (iv) vain and rain (v) around and ground (vi) complain and rain.



## TENTATIVE TESTING SCHEME

The tentative scheme given below is subject to changes.

The objective of learning the language remaining the same, the questions should be constructed on a similar pattern as those of Class VI. The focus should obviously be on the functions. The distribution of marks may be as follows:

<i>Oral—20 marks</i>		<i>Written—80 marks</i>	
1. Speaking (with focus on functions)	.. 10	1. Reading comprehension (with focus on functions)	.. 25
2. Reading (prose or poetry)	.. 5	2. Writing (with focus on functions)	.. 25
3. Spelling dictation or listening comprehension	.. 5	3. Vocabulary	.. 15
	20	4. Grammar	.. 15
			80

### SAMPLE TESTS

(On Functions)

#### 1. For Oral or Written Tests

*Aim* : To test ability in narrating (i) a story, (ii) a sequence of events.

*Instructions* : Write or talk about Siddharta and Devadutta.

(i) Look at the verbs and narrate the story.

Suddhodan (King of Kapilavastu)

Siddharta' (childhood name)

Lord Buddha (name in later life)

One day .....

<i>Siddharta</i>	<i>Devadutta</i> (cousin)	<i>The swan</i>
1. was sitting — (garden)	4. was — (garden)	3. were heading*
2. was looking — (swans)	5. had — (bow and arrow)	9. got hurt
12. ran	6. saw — (swans)	10. fell (a swan)
13. took up	7. aimed	11. lay (pain)
14. found — (arrow)	8. shot	
15. took out	17. came	*moving in the direction
16. dressed — (wound)	18. claimed — (bird)	

*Note:* meanings of 'claimed' and 'heading' may also be given in the vernacular.

(ii) Now answer these questions:

(1) Whose bird should it be?

(2) Give reasons.

#### 2. Look at the Verbs and Narrate the Story

"Wolf ! Wolf !"

<i>A/The shepherd boy</i>	<i>The villagers</i>	<i>A/The wolf</i>
1. used to shout—"Wolf ! Wolf !"	3. heard	7. came
2. enjoyed	4. used to rush	13. killed (sheep)
5. laughed	6. did not notice (any more)	
8. ran	10. heard	
9. called out	11. thought	
14. realized	12. did not bother	

*Note:* meanings of unknown words may be given in the vernacular.

### 3. Oral or Written Test

**Aim** : To test ability in reporting present state.

**Instructions** : Study the information given. Write or talk about this family.

Head of Family	: Bijoy Krishna Das
Name of Wife	: Sm. Malati Das
No. of Children	: Four (2 boys and 2 girls)
Main Occupation	: Shop-Keeping (Grocery)
Village	: Macher Char
Post Office	: Kalyani
District	: Nadia
Monthly Income	: Rs. 500/-
Language Spoken	: Bengali
Can anyone Read and Write	: Yes, the father and children

**4. Aim** : To test ability in reporting past activity.

**Instructions** : Trace your route. Say how you reached your destination (vernacular meaning may be given) each time.

(i) from the lake to the P.O.

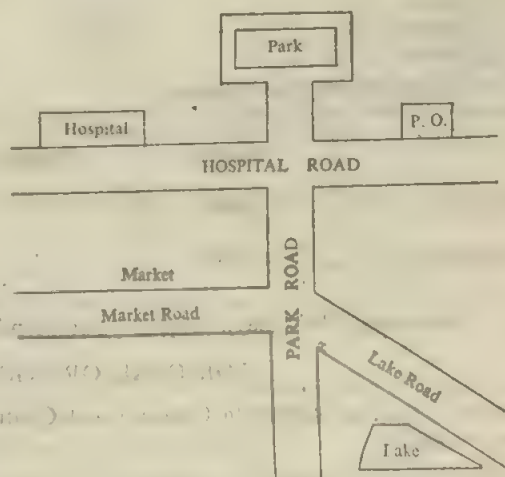
(ii) from the hospital to the market.

(iii) from the market to the park.

Use these words You may use other words also

First  
Then  
Next  
After that  
Finally  
right

walked along  
turned  
crossed  
went  
reached  
left



### 5. Oral Tests (Objectives)

(i) Conversation—inviting/declining

Role Play—(2 pupils may be tested.)

Meera wants Seeta to come to her birthday party. Seeta is going out with her uncle. She cannot go to Meera's party. Act as Meera and Seeta and talk to each other.

(ii) Reporting past activity—(could be used for a written test, too.) What did you do this morning from 7 a.m. to 9 a.m.?

(iii) *Narrating a story*—(could be used for a written test, too.) Look at these pictures and the words. Think and then tell the story.



were walking



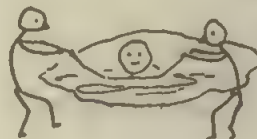
looked round



ran



man in a ditch



pulled him out

(iv) *Comparing*—(could be used for a written test, too). Compare these marks of Samar Das:

	<i>Half-yearly Test</i>	<i>Total</i>	<i>Annual Test</i>
English	45	100	65
Bengali	50	100	70
Mathematics	90	100	50
History	70	100	50

(v) Compare these two villages:

	People	Schools	Tube-wells	Health Centres
Khalpur	1000	2	6	2
Mashagram	2000	4	7	2

(vi) *Requesting*—(Role play). Request your friend to lend you his/her pencil or pen or ruler.

### FOR ORAL OR WRITTEN TESTS

6. *Objective* : To Test Ability to Compare and Contrast

		Weight	Height	Ears	Forehead	Tusks	Nature	
E L E P H A N T	Indian	about 3000 kg	about 3 mtrs.	large	sloping	short	easily tamed	lies down and sleeps
	African	about 6000 kg	about 3½ mtrs	enormous	more sloping	long	not easily tamed	stands and sleeps

*Note*: meanings of 'enormous' and 'tamed' may be given in the vernacular.



### Instructions

Study the above chart and write a paragraph to bring out a contrast between Indian and African elephants.

### 7. Objective : To Test Ability to Narrate/To Organize sentences of a story in sequential order

#### Instructions

The following sentences are in jumbled order. Rearrange the sentences to build up a story.

- (i) The people saw the notice. They walked round the hole.
- (ii) On each side of the hole they put up a notice. They wrote the word DANGER on it.
- (iii) Then a blind man came walking along the pavement.
- (iv) One day some workmen dug a hole in the pavement.
- (v) He could not see the notice, so he walked straight towards the hole.
- (vi) The blind man stopped just in time.
- (vii) He walked very close to it. Then a little boy saw him.
- (viii) The little boy ran up to him, took his arm and led him away from the hole.
- (ix) He shouted, 'Stop'. There's a hole in the pavement.

### 8. Objective : To Test Ability to Report

Village	Population	No. of houses	Main occupation	No. of schools	Play-ground	Source for drinking water	Market place
Mominpur	150	40 thatched huts	farming	1 Primary school	1	2 tube-wells 2 ponds (1 big, 1 small)	community market (sits twice a week)

#### Instructions

Study the above chart and write out a report on the village. Give some information to help to do some development work.

Note: meanings of 'thatched', 'community' and 'development' may be given in the vernacular.

### 9. Objective : Testing Ability to Narrate A Story

#### Instructions

Complete the following story about 'The Hare and the Tortoise'. Use the verbs given below:

Begin like this: One day a Hare said to a Tortoise,

'Shall we have a race?

'All right', said the Tortoise. 'Let's have a race as far as that pillar beyond the woods.'

'I shall win', said the Hare and they both began their race.

#### Hare

- (i) ran .....fast
- (ii) looked back and saw.....Tortoise
- (iv) wanted .....rest
- (v) lay .....tree
- (vi) fell asleep.....
- (xi) awoke .....sleep
- (xii) ran up .....pillar
- (xiii) surprised.....Tortoise

#### Tortoise

- (ii) walked .....slowly
- (vii) came .....tree
- (viii) saw .....Tortoise
- (ix) went on .....
- (x) reached.....pillar

# 10. Objective : Testing Ability to Compare

## Instructions

Read the passage and write the speed of the animals in the chart. The speed of the deer will help you to find the speed of the cheetah.

greyhound	cheetah	giraffe	wild buffalo	African deer	elephant	race horse
				50 miles an hour		

The cheetah or the hunting leopard of India is a champion runner. It can easily run faster than the greyhound. The cheetah also runs ten miles faster than the African deer. The speed of a giraffe is about thirty-five miles an hour. The wild buffalo can run at a speed of thirty-five miles an hour. The elephant is a slow runner, for it can only run at a speed of twenty-five miles an hour. Race horses run at a speed of forty-five to fifty miles an hour.

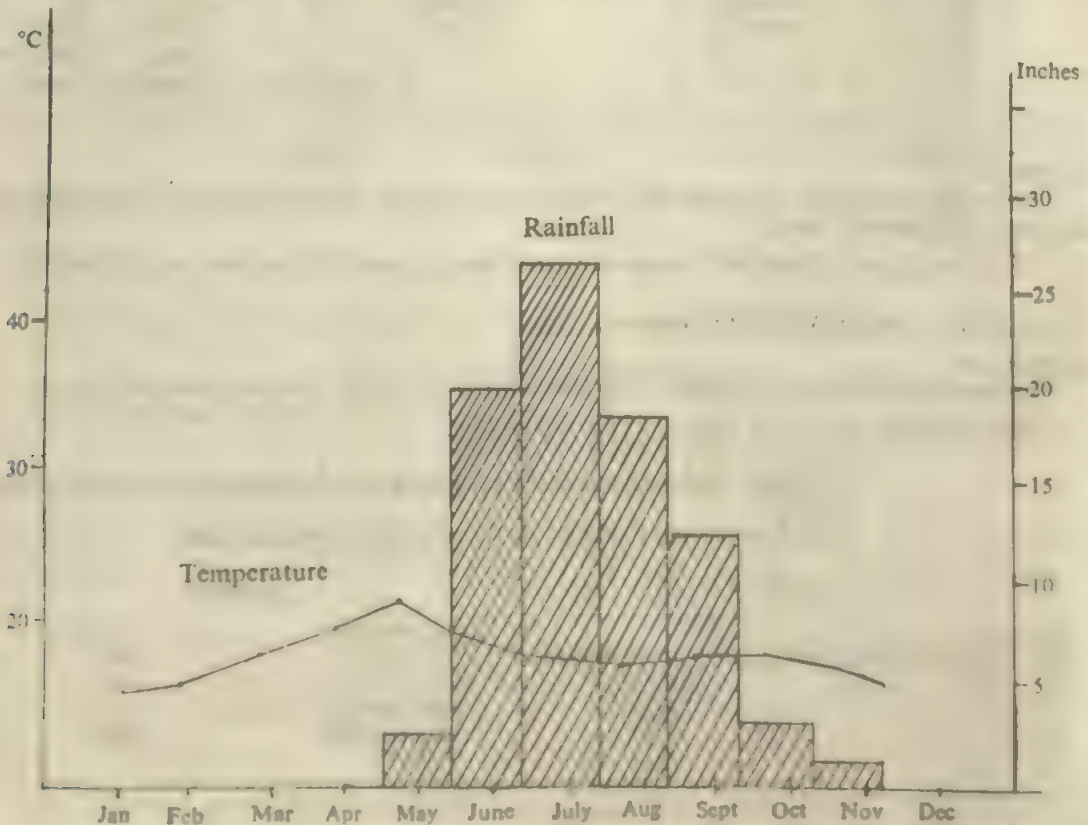
Now answer these questions:

- Which animals run faster than the race horse ?
- Which animal is the fastest runner ?
- Which animal is the slowest runner ?
- Which animal's speed is the same as the giraffe ?
- Can the greyhound run faster than a race horse ? How do you know ?

# 11. Objective : Testing Ability to Compare/to Read a Chart

## Instructions

Look at the diagram. It shows the rainfall and the temperature of a place in India.





Now write a few sentences about the temperature and rainfall of the place during the year.  
Use the following words where possible:  
heaviest, little, no, hottest, cold(er), more, less, hotter, heavier.

## 12. Sample Test (Functions)

### Objectives:

To test the following functions—  
Asking for information; reporting past happenings; narrating; inviting; accepting.

### Instructions

Anil and Mani are friends. Mani went to Puri on holiday and has just come back.  
Use the hints given in brackets and write out the dialogue between Anil and Mani.  
Anil: Hallo, Mani! How..... ? (Asks about Mani's trip to Puri.)  
Mani: Oh, ..... (Enjoyed it; expresses happiness.)  
Anil: ..... ? (Asks about the length of stay.)  
Mani: ..... (A fortnight.)  
Anil: What ..... ? (Asks about things Mani did/saw.)  
Mani: Well, I ..... One day.....

..... (swim—all day; walk on the beach—evening; see temples at Bhubaneswar, famous Sun temple—Konarak, wild life—Nandan Kanan, Bhubaneswar.)

Anil: How exciting. .... ? (Asks about photographs.)  
Mani: Oh yes. Plenty. .... ?  
Anil: ..... (Invites Mani to show the photographs at the club. Everybody will like/appreciate.)  
Mani: ..... (Accepts.)

**Note:** A dialogue may be developed from a narrative paragraph. (e.g. Mani went to Puri and had a lovely time. He used to swim all day and walk on the beach in the evening. He went to see the temples one day.....)

The hints should be absolutely minimum in this case.  
Conversely, a narrative piece may be developed from a dialogue. Note that the vernacular of the new words used should be given.

## A. ON GRAMMAR AND VOCABULARY

### Structures

#### 1. Item: Adjectives

**Objectives:** Identification of adjectives; comprehension of their lexical meaning.

**Instruction:** In the following passage all the adjectives are in the wrong places. So the passage does not have any meaning.

Make a list of all the adjectives in the passage. There are seven.  
Then rewrite the passage with the adjectives in their proper places.

It was a little day. The colourful scene made everything look small. Peaceful boys and girls in bushy dresses were playing in the park. A cheerful dog with a bright tail was running about and barking at everybody.



2. **Item: Antonyms**

**Objectives:** Identification of antonyms; using them in a meaningful situation.

**Instruction:** Use the *opposites* of the verbs and adjectives given below to fill in the blanks in the following paragraph.

woollen, sell, son, old, impatient, entered, rude, winter, agreed, warm.

Last year we went to Darjeeling. It was.....but it was quite..... We had only.....clothes with us. So we had to.....some warm ones. My.....wanted a red coat and she.....to buy anything else. The shopkeeper was very.....and..... So when we.....the shop, all of us had what we wanted and we were very happy.

(A test along the same line may be developed for the use of tenses.)

3. **Item: Present Tense**

**Objective:** Conversion and meaningful use.

**Instruction:** Use proper forms of the verbs given below in the blanks.

lived, carried, had, went, worked, were.

Laxman Singh.....in Calcutta. He.....two sons. He.....home to Bihar once a year. His parents still.....there. In Calcutta Laxman.....as a porter. All day long he.....heavy loads.

4. **Item: Adverbs**

**Objectives:** Conversion of adjectives into adverbs, using them meaningfully; spelling.

**Instruction:** Here is a list of adjectives. Make adverbs with them. Then use these adverbs meaningfully in the following paragraphs. The adverbs appear in the same order in the paragraph as the adjectives.

bright, graceful, noisy, quiet, silent, sudden, loud, violent, quick, angry, laughing.

It was a holiday. The sun was shining. On the lake ducks were swimming. Some boys were playing football in the park.

A girl with a shopping bag came and sat down near the water. She was tired and wanted to rest a little. A man saw the bag. He crept up behind the girl and stretched his hand towards the bag. A football hit him on the shoulder. The man shouted and fell into the water. He kicked about but could not get out of the water. The boys came running and pulled him out. The man started shouting at the boys, but they took their ball and ran away.

**Note:** Depending on the level of attainment of the students, the test may be made *easier* by indicating the places where adverbs should be inserted, or *more difficult* by jumbling the order of the adjectives given. As given, the adjectives follow the order of occurrence of the adverbs in the paragraph.



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L E II (M) No.....